THE CHRONICLE
of Higher Education

ISSN 0009-5982

November 3, 1980 • *$1.25*
Volume XXI, Number 11

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Less Money, More Competition for Grants Seen by Foundations

Officials say they are 'deeply concerned' about using up their capital in inflationary times

By Jack Magarrell

WASHINGTON

Colleges and universities expecting bigger grants are likely to be disappointed, foundation executives told a conference on philanthropy here.

"There's going to be less money and it's going to be harder to get," said Kirke Wilson, executive director of the Rosenberg Foundation.

Individuals and corporations can give more, but foundations already are giving about all they can, said Landrum Bolling, chairman of the Council on Foundations.

"Everybody's scrambling for bucks and there's increased savvy on the part of people seeking grants," said Leeda P. Marting, executive director of the John Hay Whitney Foundation.

"There's going to be more competition for the dollars that our institutions need," said William M. Dietel, president of the Rockefeller Brothers Fund.

About the only optimistic sign the foundation executives could cite was an increase in giving by corporations.

In fiscal 1979, total philanthropic giving by businesses ($2.3-billion) exceeded for the first time the amount given by foundations ($2.2-billion). Gifts from individuals totaled $36.5-billion, according to the American Association of Fund-Raising Counsel.

The foundation executives discussed their financial problems in the course of the first full-scale meeting of Independent Sector, an organization whose members include large corporations and social agencies as well as foundations.

The Threat of Inflation

John W. Gardner, former head of Common Cause, is chairman of Independent Sector. The organization's president is Brian O'Connell, who headed the two organizations that were predecessors of Independent Sector: the National Council on Philanthropy and the Coalition of National Voluntary Organizations.

"Inflation may pose one of the real tests of the functioning of the independent sector," said the Rosenberg Foundation's Mr. Wilson.

Many foundations, he said, are "deeply concerned" about using up their capital, trading off their ability to meet the needs of tomorrow in order to keep up with the inflated needs of today.

Foundations will become more bureaucratic in the 1980's, he predicted, hiring more professional staff members to evaluate programs. With more and more women and minority-group members being appointed to foundations' boards of trustees, grant seekers may find foundations giving their money to groups on which they have not concentrated in the past, he said.

The new trustees ask different questions from those posed by the bankers and lawyers who previously dominated the boards, he said.

Ms. Marting of the John Hay Whitney Foundation said foundation staff members were being harassed by "the greatest paper chase I have ever seen."

Although the number of grant applications has increased markedly, she said, the quality of the proposals has declined.

Thanks to courses in grantsmanship, she said, the proposals are better written than in the past, "but we're not seeing new ideas to cope with new problems."

Mr. Wilson also reported a sense of dis-

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Harvard Weighs Setting Up Company to Run Genetic-Engineering Business

CAMBRIDGE, MASS.

Harvard University is considering the establishment of a genetic-engineering company, a move that could set a new pattern for relations between universities and business.

The plan's proponents say it could dramatically increase Harvard's revenues and promote increased practical use of university research findings by industry.

But critics argue that the plan could violate standards of academic freedom.

Harvard's President Derek C. Bok has asked the faculty to debate the pros and cons of the university's entering into a such a potentially major commercial enterprise.

Decision Next Week

The faculty is expected to consider the issue for several months, although a university spokesman said Mr. Bok would make a decision within the next week or so on whether to proceed with planning some form of the new enterprise.

"This is not the first example of universities' having to deal with some very touchy issues about the relationship between academe and industry, nor will it be the last," said Julius R. Krevans, dean of the medical school at the University of California at San Francisco and the new chairman of the Association of American Medical Colleges.

For years, Dr. Krevans noted, individual faculty members have entered into relationships with industry. What makes the Harvard plan unique is that the university as a whole would be involved in the project.

"If universities are going to begin cooperating with industry—and it looks like they will—we must spell out the conditions under which that cooperation can take place," Dr. Krevans said in an interview last week.

"We don't want to make the same mistakes with industry that we made with the federal government in allowing it to impose restrictions and requirements that stifle the free exchange of ideas, which is the hallmark of the university."

As now proposed, the Harvard venture calls for the establishment of a genetic-engineering corporation that would use biological patents held by the university to develop new drugs and medical procedures that result from genetic-engineering experiments.

According to preliminary details of the plan, spelled out for the faculty in a memorandum from the university's general counsel, Harvard would hold a minority interest in the company. Other interests would be held by corporations or individual investors.

In a recent faculty meeting, Harvey Brooks, professor of technology and public policy, said he supported the plan, which he said would allow Harvard to compete with a growing number of new companies that are trying to corner the market in the commercial development of new genetic-engineering discoveries.

Stock Ownership at Issue

While acknowledging the danger of involving Harvard's name with the controversial, potentially life-altering techniques that are the result of genetic experiments, Mr. Brooks said the major legal issues centered around the ownership of stock in the proposed company.

Otto Solbrig, professor of biology at Harvard, was more skeptical. In a letter to the faculty, he warned of the danger of conflicts of interest between the company's need to run a profitable venture and the university's desire to protect the academic freedom of its students and faculty members to pursue basic scientific research without being worried about its commercial application. Other faculty

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CHRONICLE PREVIEW

1980-81 Salaries by Rank and Discipline Group for Faculty Members on 9-Month or 10-Month Contracts

The following tables, based on data from *The Chronicle*'s survey of faculty salaries for 1980-81, show how professors' pay varies this year among eight groups of academic disciplines.

Full professors in engineering and computer science, for example, are being paid about 12 per cent more, on the average, than their colleagues of equal rank in the arts.

The survey data also show that a fourth of the assistant professors in social-science disciplines are receiving salaries below $16,000.

Generally, the percentage increases in salary during the past year have been higher for assistant and associate professors than for full professors.

Some of the sharpest increases, for instance, were in the salaries of assistant professors in engineering and computer science, whose raises average 11.4 per cent compared with last year. Comparisons cannot be made with years before 1979-80 because data by discipline, based on national samples, have not been available.

The Chronicle survey was designed and conducted by John Minter Associates of Boulder, Colo., a research organization specializing in higher-education studies.

The survey's salary estimates for 1980-81 are based on data obtained directly from about 2,400 persons in a sample of 4,800 full-time faculty members.

Salary figures by rank and discipline for faculty members in private institutions have not been reported separately because their numbers in the sample were too small for statistically reliable estimates.

The data in the tables are statistically accurate within an error limit of $500, according to W. John Minter, director of the survey.

	All institutions †					All public institutions					Private and public 4-year institutions				
	Average (a)	Change (b)	High (c)	Median (d)	Low (e)	Average (a)	Change (b)	High (c)	Median (d)	Low (e)	Average (a)	Change (b)	High (c)	Median (d)	Low (e)
Arts, fine and applied															
Professor	$27,979	+ 7.3%	$31,000	$27,255	$24,503	$26,795	+ 7.0%	$29,000	$26,600	$24,503	$27,996	+ 7.1%	$31,000	$27,000	$24,503
Associate professor	22,846	+ 9.5%	23,639	22,263	19,800	23,334	+ 9.6%	23,778	22,500	20,500	22,855	+ 9.5%	23,500	22,263	19,800
Assistant professor	16,770	+ 9.7%	18,551	16,404	14,800	17,138	+ 8.7%	18,601	17,133	15,350	16,647	+ 9.8%	18,500	16,404	14,800
Business and economics															
Professor	$30,349	+ 8.6%	$34,476	$30,250	$26,250	$30,852	+ 8.7%	$34,260	$30,750	$26,900	$30,799	+ 9.0%	$34,550	$31,000	$26,900
Associate professor	25,872	+ 9.7%	28,230	25,750	22,699	25,945	+ 9.8%	29,000	26,300	23,200	26,341	+10.0%	29,250	26,400	23,700
Assistant professor	20,737	+10.0%	22,355	20,300	18,738	20,756	+ 9.2%	22,300	20,250	18,738	21,102	+ 9.9%	22,705	20,500	18,808
Engineering and computer science															
Professor	$31,305	+ 8.8%	$34,500	$31,609	$28,200	$30,590	+ 9.0%	$33,600	$31,609	$27,777	$31,727	+ 8.8%	$34,750	$31,884	$28,680
Associate professor	24,769	+10.2%	26,000	25,125	22,775	24,922	+10.4%	26,000	25,400	22,775	24,814	+10.2%	26,000	25,125	23,137
Assistant professor	21,634	+11.4%	23,600	21,500	20,000	21,703	+11.6%	23,700	22,000	20,200	21,838	+12.1%	23,700	22,000	20,350
Humanities, language, literature, communications															
Professor	$29,108	+ 8.6%	$34,000	$28,000	$25,475	$30,007	+ 8.3%	$34,200	$29,000	$25,533	$29,406	+ 8.7%	$34,100	$29,000	25,500
Associate professor	21,112	+ 9.8%	22,900	21,900	18,685	22,674	+ 8.8%	23,180	22,300	21,879	20,921	+10.1%	22,716	21,900	18,685
Assistant professor	17,724	+ 9.0%	19,160	17,520	16,000	18,120	+ 8.3%	19,500	18,300	16,000	17,751	+ 9.2%	19,500	17,520	16,000
Physical education															
Professor	$27,566	+ 7.4%	$32,907	$26,251	$24,667	—	—	—	—	—	$27,927	+ 7.4%	$32,907	$27,000	$24,703
Associate professor	22,196	+ 6.5%	24,500	21,565	19,500	$22,638	+ 6.0%	$25,000	$22,350	$19,950	21,583	+ 7.0%	23,000	21,100	19,313
Assistant professor	18,291	+ 8.6%	19,486	18,750	16,700	18,773	+ 7.6%	20,015	19,057	17,100	18,153	+ 8.5%	19,372	18,500	16,600
Science and mathematics															
Professor	$28,570	+ 8.9%	$32,000	$28,000	$24,800	$29,300	+ 8.9%	$32,750	$28,381	$25,550	$28,560	+ 9.0%	$32,000	$28,000	$24,800
Associate professor	22,650	+ 9.8%	24,000	22,200	20,800	23,115	+ 8.6%	24,000	22,245	21,000	22,664	+10.0%	24,000	22,100	20,800
Assistant professor	18,705	+ 8.4%	20,050	18,419	16,756	18,556	+ 8.1%	20,050	18,420	16,878	18,780	+ 8.4%	20,050	18,419	16,756
Social sciences															
Professor	$29,606	+ 8.3%	$33,127	$28,562	$25,500	$29,023	+ 8.0%	$31,000	$28,338	$25,508	$29,761	+ 8.3%	$33,127	$28,562	$25,508
Associate professor	22,434	+ 8.2%	24,600	22,253	20,000	22,950	+ 7.9%	24,600	22,900	20,806	22,465	+ 8.3%	24,600	22,277	20,000
Assistant professor	18,140	+ 8.0%	19,400	18,000	16,000	19,065	+ 7.6%	20,500	18,750	17,600	18,121	+ 7.9%	19,400	18,000	16,000
Vocational education, home economics, nursing, and health															
Professor	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Associate professor	$21,909	+ 7.5%	$23,400	$21,500	$19,728	—	—	—	—	—	—	—	—	—	—
Assistant professor	18,267	+10.0%	19,300	18,600	16,850	$18,316	+10.6%	$19,400	$18,700	$17,094	$18,373	+10.1%	$19,140	$18,650	$17,200

Salaries for all ranks, by discipline group and type of institution

	All institutions	All public	All 4-year	4-year public	4-year private	2-year public
Arts, fine and applied						
Average salary (a)	$21,942	$22,049	$21,873	$21,970	$21,589	—
1-year change (b)	+ 8.8%	+ 8.6%	+ 8.7%	+ 8.4%	+ 9.8%	—
High (c)	$24,552	$24,600	$24,503	$24,503	$24,060	—
Middle (d)	21,400	22,000	21,150	22,000	20,000	—
Low (e)	16,500	18,250	16,500	18,250	16,090	—
Business and economics						
Average salary (a)	$24,924	$25,265	$25,383	$25,982	$23,940	$21,615
1-year change (b)	+ 9.2%	+ 9.1%	+ 9.5%	+ 9.5%	+ 9.5%	+ 6.8%
High (c)	$29,354	$30,000	$30,000	$30,300	$28,100	$26,000
Middle (d)	24,500	25,000	25,000	25,713	23,146	21,463
Low (e)	20,015	20,250	20,450	20,866	19,000	17,500
Engineering and computer science						
Average salary (a)	$26,601	$26,087	$26,861	$26,425	$27,751	—
1-year change (b)	+ 9.7%	+10.0%	+ 9.9%	+10.3%	+ 9.1%	—
High (c)	$30,000	$30,000	$30,500	$30,950	$30,000	—
Middle (d)	25,550	25,380	25,600	25,450	26,000	—
Low (e)	22,475	22,275	23,000	23,000	23,100	—
Humanities, languages, literature, communications						
Average salary (a)	$22,847	$24,151	$22,953	$24,494	$19,181	$21,842
1-year change (b)	+ 9.1%	+ 8.5%	+ 9.3%	+ 8.6%	+11.6%	+ 7.7%
High (c)	$26,250	$27,000	$26,251	$27,100	$22,268	$26,000
Middle (d)	22,000	22,500	22,000	22,500	17,200	21,000
Low (e)	17,800	19,500	18,151	19,568	15,855	16,600
Physical education						
Average salary (a)	$20,850	$21,643	$20,707	$21,564	$18,711	—
1-year change (b)	+ 8.0%	+ 7.4%	+ 8.3%	+ 7.6%	+ 9.9%	—
High (c)	$23,950	$24,705	$23,700	$24,633	$21,300	—
Middle (d)	19,580	20,365	19,500	20,230	18,250	—
Low (e)	17,100	18,160	17,000	18,300	16,277	—
Science and mathematics						
Average salary (a)	$24,451	$24,859	$24,662	$25,281	$23,577	$22,942
1-year change (b)	+ 9.2%	+ 8.7%	+ 9.3%	+ 8.8%	+10.2%	+ 8.5%
High (c)	$28,000	$28,381	$28,316	$29,178	$25,740	$26,000
Middle (d)	23,000	23,280	23,205	23,600	22,700	22,100
Low (e)	20,100	20,808	20,350	21,000	19,250	19,711
Social Sciences						
Average salary (a)	$24,377	$24,516	$24,553	$24,788	$24,046	$21,974
1-year change (b)	+ 8.2%	+ 7.9%	+ 8.2%	+ 7.8%	+ 9.1%	+ 8.3%
High (c)	$27,527	$27,500	$27,807	$27,654	$29,500	$24,450
Middle (d)	23,550	24,250	23,800	24,400	21,550	21,845
Low (e)	19,729	20,500	19,729	20,800	17,750	19,200
Vocational education, home economics, nursing, and health						
Average salary (a)	$20,596	$21,102	$20,406	$21,083	$18,532	$21,141
1-year change (b)	+ 9.0%	+ 9.1%	+ 9.4%	+ 9.7%	+ 8.6%	+ 8.0%
High (c)	$23,000	$23,283	$22,700	$23,000	$19,585	$23,400
Middle (d)	19,400	19,859	19,000	19,500	18,000	20,010
Low (e)	17,360	17,900	17,770	18,375	15,900	17,227

† Not included are institutions without academic ranks, law schools, medical schools, proprietary institutions, and colleges with enrollment under 500.
(a) Mean base salary, not including additional earnings or fringe benefits.
(b) Percentage change, 1980-81 salary over 1979-80 salary.
(c) One-fourth of the faculty members receive this amount or more.
(d) One-half of the faculty members receive this amount or more.
(e) One-fourth of the faculty members receive this amount or less.
— Indicates too little data for reliable estimate.

SOURCE: SURVEY DESIGNED AND CONDUCTED FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Needy Students May Have to Pay More for College

High-income families would contribute proportionately less under 1980 higher-education act, an analysis shows

By Robert L. Jacobson

NEW YORK

Unless changes are made in the new federal higher-education law, many low- and middle-income families may be forced to pay proportionately more to send their children to college, according to specialists in student financial aid.

At the same time, the specialists say, more-affluent families will be allowed to pay proportionately less.

The new provisions, part of the Education Amendments of 1980 that were signed by President Carter last month, are scheduled to take effect in the 1982-83 academic year. They would require campus financial-aid officers to use a new method for determining how much money families at different income levels should be expected to contribute to their children's college expenses.

The method would be used for four federal student-aid programs: Basic Educational Opportunity Grants (recently renamed Pell Grants), Supplemental Educational Opportunity Grants, the College Work-Study Program, and National Direct Student Loans.

$300 Savings in Upper Brackets

On the average, the new legislation would mean savings of more than $300 a year for families earning at least $33,000, but would impose additional costs of approximately $300 to $500 a year on families whose income ranged from $12,000 to $29,999, according to a computerized analysis by the College Board's College Scholarship Service.

Those families whose income was in the $9,000-to-$11,999 range would have to pay an average of $192 under the new law, compared with an average of $30 under the formulas now in use.

For families earning less than $6,000 a year, the current method requires virtually no contribution at all—an average of $2 a year—while the new law would call for a $55 average contribution, according to the College Scholarship Service's analysis.

For those with incomes above $33,000 a year, however, expected contributions would decline by progressively larger amounts. Families earning up to $45,000 a year, for example, would be allowed to save more than $1,300 a year under the new method.

The analysis is based on data from 10,000 financial-aid profiles selected at random from more than 2 million on file at the College Scholarship Service, the College Board's division that provides need analysis and related services to colleges and students.

Officials of the scholarship service and of the Department of Education, as well as other financial-aid specialists, have expressed growing concern in recent weeks about the potential effects of the new law.

Their main objection is that the amendments seem to move away from the federal government's traditional commitment to aiding the neediest students first.

"The new legislation raises many fundamental questions of equity and priorities," Lawrence E. Gladieux, director of the Washington office of the College Board, told the organization's annual meeting here last week.

A report by Mr. Gladieux's office warned that the new requirements "could significantly alter the allocation of funds among institutions and shift the concentration of student benefits further up the income scale."

Another speaker, William Ihlanfeldt, vice-president for institutional relations at Northwestern University, challenged assertions in a federally financed study that the 1978 Middle-Income Student Assistance Act was expanding opportunities for middle-income students without harming the government's commitment to low-income students.

Proliferation of Systems Feared

A further concern of financial-aid officials, echoed by several campus representatives here, is that many colleges and state agencies may balk at applying the new Congressional family-contribution method in allocating nonfederal financial-aid funds under their control. The result could be a proliferation of systems for analyzing a student's financial need, rather than the single, simplified system that Congress hoped to establish through the new law.

"This so-called simplification that the federal government has been pursuing so relentlessly isn't making things simple at all. It's complicating them tremendously," one critic said.

Reinforcing that assessment were reports that the College Scholarship Service had recently reaffirmed its intention of continuing to use a system more generous to low-income students than the one prescribed by Congress.

Whether Congressional leaders were fully aware of the potential consequences of some of the legislative changes is the subject of some speculation.

The director of program administration for the College Scholarship Service, Joe Paul Case, insisted that the College Board had helped make the necessary data available to Congressional committees in advance, but that "they chose to ignore them."

Others close to the legislative process suggested, however, that the information was presented in an ambiguous light and that key participants in the process did not completely understand what would happen to low-income families under the new system.

In any event, says Dallas Martin, executive director of the National Association of Student Financial Aid Administrators, the results are "quite different from what the architects of the bill planned."

Congressional staff members and Carter Administration officials are planning a series of meetings on the issue after the election, but political uncertainties have left it unclear how much can be accomplished before next spring.

One potentially significant adjustment, which would require higher contributions from families earning more than $25,000 a year, could be made at the discretion of the Secretary of Education.

Otherwise, however, some financial-aid specialists are afraid that efforts to make adjustments through technical amendments or regulatory language may do more harm than good.

Mr. Case said in an interview that he thought the problems created by the new system were "essentially irreparable."

Dual System Advocated

He said that College Board officials were informally urging their contacts in Congress to consider a substantial revision of the law next spring, possibly returning to a dual system of analyzing students' financial needs—one method for the federally run basic-grant program and another method for the three other aid programs, which are administered by campus officials.

The College Board's president, George H. Hanford, told the organization's business meeting last week that "the effort to coordinate the diverse interests and philosophies of the private, state, and federal parties is faltering."

He added that the goal of using a single method for analyzing students' financial needs no longer appeared to be "attainable."

Prospects for the financial-aid programs are clouded further by the fact that no regular appropriations have yet been made for any of the programs authorized under the Education Amendments of 1980. No one knows whether those funds will be set by the forthcoming lame-duck session of Congress or postponed until after the new Congress convenes in January.

This academic year, the federal government will spend an estimated $3.6-billion for the four need-based student-aid programs, including more than $2.4-billion for basic grants, $550-million for work-study grants, $370-million for supplemental opportunity grants, and $286-million for the National Direct Student Loans.

Turnbull Quits as Head of Educational Testing Service

NEW YORK

William W. Turnbull, president of the Educational Testing Service since 1970, has resigned to become a resident scholar at the service, effective June 30—or sooner if a successor can be appointed before then.

Saying he had been "frustrated at times" by a conflict between the practical limitations of his job and his desire to participate more in analyzing public-interest issues related to testing, Mr. Turnbull rejected speculation that he was stepping down because of persistent criticism of E.T.S. and the standardized tests it develops for college admissions and other areas of education and employment.

He acknowledged in an interview here, however, that his administrative duties had become "unusually demanding" in the past several years as Ralph Nader, the National Education Association, and other critics pressed ahead with charges against the validity and fairness of the tests.

A spokesman for E.T.S., which is based in Princeton, N. J., also noted that the passage of so-called truth-in-testing legislation in New York State last year, requiring public disclosure of test forms, had created difficult technical problems for the big testing service.

In addition, said Mary Churchill, associate director for information at E.T.S., the agency had a $600,000 operating deficit in the past fiscal year out of a total budget of $107-million.

The announcement of Mr. Turnbull's resignation coincided with decisions by E.T.S. and the College Board, which helped establish the testing service in 1947, to end an arrangement through which each of their presidents has served as an *ex officio* member of the other organization's board of trustees.

Mr. Turnbull said the change was intended to provide a "visible sign" that the two groups were "indeed independent."

A former head of test construction at the College Board, Mr. Turnbull, who is 60, joined E.T.S. as director of its test-construction office in 1948. He was executive vice-president from 1956 to 1970 before succeeding Henry Chauncey, its first president.

—ROBERT L. JACOBSON

How New Law Could Affect Expected Family Contributions

Income bracket:	Under $6,000	$6,000 to $8,999	$9,000 to $11,999	$12,000 to $14,999	$15,000 to $17,999	$18,000 to $20,999	$21,000 to $23,999	$24,000 to $26,999	$27,000 to $29,999	$30,000 to $32,999	$33,000 to $35,999	$36,000 to $38,999	$39,000 to $41,999	$42,000 to $44,999	Over $45,000	Total
Averages for all families																
Under new law	$ 55	$ 80	$192	$375	$596	$842	$1,128	$1,307	$1,592	$1,956	$2,394	$2,736	$2,847	$3,158	$5,867	$667
Change from current method	+ 53	+ 68	+162	+298	+414	+477	+ 483	+ 373	+ 274	+ 9	− 304	− 826	−1,380	−1,376	−6,091	+181
For families with one dependent child																
Under new law	$ 51	$132	$446	$798	$1,152	$1,449	$1,786	$2,022	$2,407	$2,617	$3,271	$3,293	$4,181	$2,926	$5,679	$804
Change from current method	+ 48	+ 93	+359	+571	+ 522	+ 397	+ 276	− 187	− 410	− 935	−1,468	−2,094	−4,064	−1,662	−6,521	+153
For families with two dependent children																
Under new law	$ 29	$ 76	$198	$500	$705	$1,002	$1,307	$1,484	$1,802	$2,164	$2,578	$3,210	$3,349	$4,142	$5,625	$767
Change from current method	+ 25	+ 69	+167	+404	+501	+ 487	+ 365	+ 240	+ 133	− 391	− 586	−1,063	−1,259	−1,828	−6,373	+171
For families with three dependent children																
Under new law	$ 80	$ 62	$ 87	$280	$498	$737	$1,124	$1,318	$1,660	$1,902	$2,470	$2,954	$2,802	$3,617	$5,971	$724
Change from current method	+ 80	+ 58	+ 79	+249	+425	+531	+ 585	+ 448	+ 341	− 48	− 318	−1,028	−1,441	−1,683	−6,927	+169
For families with four dependent children																
Under new law	$ 88	$ 70	$108	$100	$375	$648	$845	$1,152	$1,264	$1,515	$1,789	$2,416	$2,575	$2,332	$6,193	$560
Change from current method	+ 86	+ 70	+ 95	+ 95	+342	+547	+611	+ 570	+ 459	+ 331	+ 124	− 31	− 925	−1,250	−5,715	+238
For families with five dependent children																
Under new law	$ 41	$ 48	$ 81	$ 74	$223	$387	$594	$750	$1,073	$1,900	$1,771	$1,576	$1,626	$1,899	$4,695	$372
Change from current method	+ 41	+ 48	+ 81	+ 74	+214	+351	+517	+584	+ 583	+ 858	+ 689	+ 232	− 279	− 4	−3,832	+195

Note: Because federal regulations for the new student-aid law have not yet been issued, the figures in the table have been estimated in light of a number of "assumptions" by the College Scholarship Service about the application of the new federal method.

One key assumption, for the sake of comparison, is that all parental contributions would be made in 1981-82.

Another is that after certain income deductions, a 14-per-cent rate would be used to calculate the contributions for all families, even though a higher rate might still be set by the Secretary of Education for those earning more than $25,000 a year. In addition, unlike the current method, the new method does not count home equity and treats various other assets differently.

SOURCE: COLLEGE SCHOLARSHIP SERVICE

NOV.

3

1980

More State Aid, but It's Not Enough

Inflation and rising costs will wipe out this year's gains in assistance to college students

HARRISBURG, PA.

State governments are providing more aid to students than ever before, but not enough to offset the effects of inflation and the rising costs of education, says the National Association of State Scholarship Programs.

Results of the association's twelfth annual survey of state scholarship and grant programs show that state aid to college students will reach an estimated $912-million in 1980-81—5.5 per cent more than last year.

Tuition, however, increased by about 4 per cent at public universities and 10 per cent at private colleges. The inflation rate over the past year, as measured by the Consumer Price Index, was more than 12 per cent.

The problem, said Kenneth R. Reeher, executive director of the Pennsylvania Higher Education Assistance Agency and author of the survey, has been exacerbated in some states by cuts in education budgets.

Ohio reported, for example, that a 3-per-cent reduction in the state budget and a further reduction of 8 per cent anticipated after the first of the year might mean that some students would receive less assistance later in the academic year. In Illinois, as many as 13,000 students who applied late cannot be assisted.

Michigan expects its competitive scholarship program to fall $6-million short of what universities had anticipated for the current academic year.

One reason for the decline in support offered by some states, Mr. Reeher said, is that the federal government has been assuming a larger role in supporting low- and middle-income students through the Basic Educational Opportunity Grants program, the largest of the federal assistance plans. But even the increase in federal support has not kept pace with inflation, educators said.

In urging more support for basic grants, the American Council on Education pointed out recently that a $1,800 award in fiscal 1982 will be worth only about $1,350 in 1978 dollars.

In 1974 the federal government set up the State Student Incentive Grant program and gave states $19-million in matching funds to help them begin new, need-based student-aid programs or expand old ones. In the current fiscal year, the federal government is expected to contribute about $76.8-million—the same as last year.

Some states are placing restrictions on where students can spend the money, Mr. Reeher noted—for example, colleges in states with which their home state has reciprocal agreements, he said.

Fewer states, however, are restricting the kinds of programs, including trade schools or profit-making institutions, for which students may use their awards, the survey found.

Single copies of the survey report are available for $1 from the Pennsylvania Higher Education Assistance Agency, Room 211, Towne House, Harrisburg, Pa. 17102.

Copies of back issues can be obtained from the ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington 20036.

Fall Enrollment Up 5.1 Pct., Sample Indicates

UNIVERSITY, ALA.

An early sampling of fall enrollment indicates the total number of college students this year is up 5.1 per cent from last fall.

The survey data indicate that four-year institutions have 3.1 per cent more students this fall than they did a year ago, while two-year colleges have 8.1 per cent more.

The indicated rise in enrollment comes at a time when the number of 18-year-olds in the American population is declining. An increase of 5.1 per cent in college enrollment would be the largest one-year increase in five years.

J. Ernest Mickler, assistant vice-president for planning and operations at the University of Alabama, said his estimate was based on early returns from 1,042 colleges and universities—about a third of all American institutions of higher education.

Mr. Mickler is continuing a series of annual enrollment surveys done for the past 19 years by the University of Cincinnati's Garland Parker, now retired.

'Welcome Relief' to Officials

"In a year when college enrollments should have declined, growth in all categories of student enrollments must come as a welcome relief to college administrators throughout the country," Mr. Mickler said.

He agreed with the general explanation that rising enrollment is due largely to the country's economic recession, which has reduced job opportunities.

During the country's previous recession in 1975, enrollment rose 9.4 per cent.

"In all probability the economy has had the greatest impact on the growth," Mr. Mickler said. "Since job opportunities have diminished and there is substantial financial aid available, growth is natural.

"Historically, times of recession—even times of early depression—have seen enrollment growth in the nation's colleges and universities."

Again this year, the survey indicates, enrollment has increased more rapidly among women than among men. Full-time enrollment is up 4.8 per cent for women and 2.5 per cent for men, Mr. Mickler said.

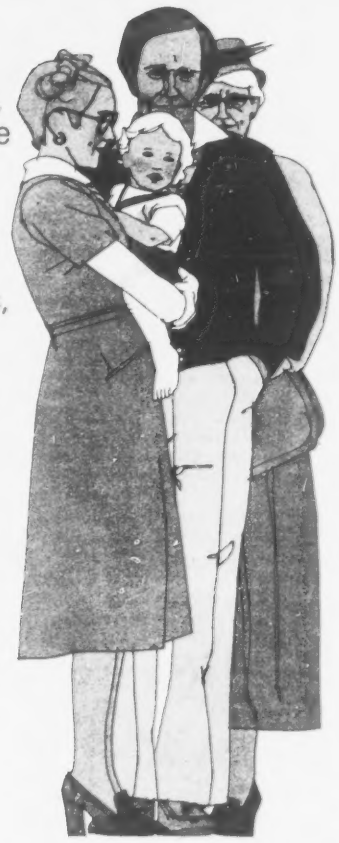
In total estimated enrollment this fall, women have a 51.2 per cent majority.

For four-year institutions, Mr. Mickler said, full-time enrollment is up 3.1 per cent and part-time enrollment, 3.5 per cent.

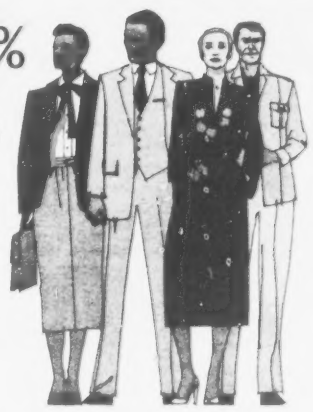
For two-year institutions, the increase is 4.9 per cent for full-time students and 10.4 per cent for part-time students.

Who really owns Standard Oil (Indiana)?

62.95%
21,215 institutions, including insurance companies, retirement plans, colleges, estates, trusts, charities, foundations, banks, religious and fraternal organizations, etc.



29.59%
154,869 individuals



7.46%
Standard Oil (Indiana) employee savings plans.

Maybe *you* do. Maybe *you* participate in the company profits and don't know it.

If you are in a pension plan, or a union—or own an insurance policy, or invest in mutual funds—there's a good chance you have an interest in this company. Many Americans own its stock indirectly. In fact, about 63% of the company is owned by 21,000 separate institutions that represent millions of people. People like you who want their money to grow for their retirement and other future needs.

Plus that, about 155,000 private individuals own nearly 30% of its stock directly. And employees own more than 7% of the company stock through the company savings plans.

It's easy to picture an oil company as greedy and impersonal. But that image fades fast when you understand that it is millions of individuals like you who really own it. It is people who own the refineries, the pipelines, the tank trucks. It is people who risk their money on exploring for energy and drilling the wells that may or may not pay off. This is free enterprise.

Broad ownership through shareholding is something we can all be thankful for. Because it's shareholders who help provide the funds we continue to invest in America. To find the energy it needs. To help reduce America's dangerous dependence on foreign oil. And to strengthen America's economy so that people everywhere can prosper.

We feel that this investment in American energy is the best we can make. For America. For you. And for the millions of people like you who are the real owners.

America runs better on American oil.

Standard Oil Company (Indiana)

FACT-FILE

Spending by States and Territories for Student Aid in 1980-81

	No. of winners enrolled			Dollars paid out (add 000)			Average award amount			1980-81 Per cent of total	
	1978-79	1979-80	1980-81*	1978-79	1979-80	1980-81*	1978-79	1979-80	1980-81*	Awards	Money
Alabama											
Student assistance	5,628	7,413	4,039	$ 1,937	$ 2,131	$ 1,212	$ 344	$ 288	$ 300	0.31%	0.13%
Alaska											
Scholarships	95	—	—	150	—	—	1,579				
SEIG	—	160	n/a	—	240	n/a		1,500	n/a	0.01%	0.03%
Arizona											
Incentive grants	2,257	2,473	2,473	1,596	1,643	1,793	707	664	725	0.19%	0.20%
Arkansas											
State scholarships	3,200	4,666	8,747	747	1,174	2,374	233	252	271	0.66%	0.26%
California											
State scholarships	39,871	38,895	38,776	55,584	53,283	60,434					
College opportunity grants	19,037	20,042	20,103	19,892	22,709	26,625					
Occupational training grants	2,166	2,435	2,305	3,218	2,318	n/a					
Bilingual teacher development	—	194	180	—	490	496					
Law enforcement personnel dependents	—	10	6	—	12	9					
All **California** programs	61,074	61,576	61,370	78,694	78,812	89,882	1,289	1,280	1,465	4.65%	9.86%
Colorado											
Student grants	2,400	12,437	14,000	7,790	7,715	4,346					
Student incentive grants	12,000	3,000	3,200	1,600	2,040	2,086					
All **Colorado** programs	14,400	15,437	17,200	9,390	9,755	6,432	652	632	374	1.30%	0.71%
Connecticut											
State scholarships	3,273	3,304	3,000	2,462	2,581	2,806					
State supplemental grants	2,164	—	—	1,045	—	—					
Higher education grants	405	—	—	122	—	—					
Private college student contracts	4,425	4,710	4,928	3,975	4,109	4,435					
All **Connecticut** programs	10,267	8,014	7,928	7,604	6,690	7,241	741	835	913	0.60%	0.79%
Delaware											
Postsecondary scholarships	816	921	763	502	456	481	615	495	630	0.06%	0.05%
District of Columbia											
Incentive grants	650	943	n/a	928	1,073	1,111	1,428	1,138	n/a	0.07%	0.12%
Florida											
Student assistance grants	11,071	10,508	14,309	9,186	9,847	11,549	830	937	807	1.08%	1.27%
Georgia											
Incentive grants	11,000	9,694	14,735	3,175	2,641	4,321	289	272	293	1.12%	0.47%
Hawaii											
Incentive grants	4,800	1,923	2,000	496	452	623	103	235	312	0.15%	0.07%
Idaho											
Incentive grants	790	803	n/a	409	507	513	518	631	639	0.06%	0.06%
Illinois											
Monetary awards	91,145	87,886	85,758	79,625	83,052	85,758	874	945	1,000	6.50%	9.40%
Indiana											
State scholarships	15,920	29,184	12,977	13,500	14,896	14,080					
Educational grants	5,500	12,145	14,221	4,000	8,084	5,141					
Freedom-of-choice grants	6,100	7,225	7,312	3,600	4,694	4,250					
All **Indiana** programs	27,520	48,554	34,510	21,100	27,674	23,471	767	570	680	2.61%	2.57%
Iowa											
Scholarships	1,100	1,219	1,275	661	664	700					
Tuition grants	9,700	10,222	10,068	12,180	13,744	14,800					
Vocational-technical tuition grants	2,000	2,549	3,000	700	788	900					
All **Iowa** programs	12,800	13,990	14,343	13,541	15,196	16,400	1,058	1,086	1,143	1.09%	1.80%
Kansas											
Scholarships	1,500	1,857	n/a	740	814	900					
Tuition grants	3,870	4,659	n/a	3,675	3,799	4,125					
All **Kansas** programs	5,370	6,516	n/a	4,415	4,613	5,025	822	708	771	0.49%	0.55%
Kentucky											
State grants	11,118	13,838	14,700	4,193	4,991	6,600	377	361	449	1.11%	0.72%
Louisiana											
Incentive grants	1,679	1,954	n/a	641	823	n/a	382	421	n/a	0.15%	0.09%
Maine											
Incentive scholarships	1,740	5,000	5,000	1,091	1,360	1,236	627	272	247	0.38%	0.14%
Maryland											
General state scholarships	4,800	5,014	5,100	2,316	2,823	3,000					
Senatorial scholarships	7,278	7,219	7,227	2,622	2,633	2,699					
Proprietary school grants	—	138	140	—	96	100					
All **Maryland** programs	12,078	12,371	12,467	4,938	5,552	5,799	409	449	465	0.94%	0.64%
Massachusetts											
General scholarships	25,670	27,000	28,000	15,200	13,500	16,365					
Nursing scholarships	384	—	—	115	—	—					
Consortium scholarships	257	257	250	150	150	150					
All **Massachusetts** programs	26,311	27,257	28,250	15,465	13,650	16,515	588	501	585	2.14%	1.81%
Michigan											
Competitive scholarships	17,665	18,183	22,441	14,965	16,031	17,646					
Tuition grants	13,474	12,573	11,446	13,851	14,500	14,136					
All **Michigan** programs	31,139	30,756	33,887	28,816	30,531	31,782	925	993	938	2.57%	3.48%
Minnesota											
Scholarships	10,914	11,745	14,100	8,642	7,728	11,400					
Grants	19,442	16,220	28,600	13,514	10,672	20,200					
All **Minnesota** programs	30,356	27,965	42,700	22,156	18,400	31,600	730	658	740	3.24%	3.46%
Mississippi											
Incentive grants	1,923	—	—	1,064	—	—					
Student grants	—	1,800	1,800	—	2,516	2,516	553	1,398	1,398	0.14%	0.28%
Missouri											
Student grants	18,367	23,330	13,400	6,465	8,144	10,043	352	349	749	1.02%	1.10%
Montana											
Incentive grants	1,200	917	1,200	351	392	428	293	427	357	0.09%	0.05%
Nebraska											
Incentive grants	1,700	2,010	2,100	856	1,074	1,155	504	534	550	0.18%	0.13%
Nevada											
Incentive grants	326	395	450	172	291	300	528	738	667	0.03%	0.03%

Continued on Following Page

FACT-FILE

State Spending for Student Aid

	No. of winners enrolled			Dollars paid out (add 000)			Average award amount			1980-81 Per cent of total	
	1978-79	1979-80	1980-81*	1978-79	1979-80	1980-81*	1978-79	1979-80	1980-81*	Awards	Money
New Hampshire											
Incentive grants	1,000	1,250	1,300	$ 450	$ 526	$ 550	$ 450	$ 421	$ 423	0.10%	0.06%
New Jersey											
Tuition aid	40,593	47,000	50,000	21,423	28,400	31,484					
Garden State scholarships	3,800	4,650	8,200	1,431	2,041	3,600					
Educational opportunity grants	12,379	11,327	11,543	6,878	6,684	6,234					
State scholarships**	7,280	—	—	3,640	—	—					
Tuition aid grants**	1,571	—	—	1,243	—	—					
Public tuition aid grants**	2,175	—	—	435	—	—					
County college incentive grants**	174	—	—	87	—	—					
Incentive grants**	4,616	—	—	1,311	—	—					
Basic scholarships, incentive grants, and tuition aid	—	5,600	5,670	—	4,088	2,392					
All **New Jersey** programs	72,588	68,577	75,413	36,448	41,213	43,710	502	601	580	5.71%	4.79%
New Mexico											
Incentive grants	1,222	1,229	1,500	533	646	771	436	526	514	0.11%	0.08%
New York											
Tuition assistance	351,000	329,000	329,000	232,900	252,200	252,200					
Regents scholarships	72,000	58,000	68,000	20,000	17,000	17,000					
All **New York** programs	423,000	387,000	397,000	252,900	269,200	269,200	598	696	678	30.08%	29.52%
North Carolina											
Incentive grants	5,181	6,072	5,523	2,734	3,287	3,354					
Legislative tuition grants	—	24,764	24,764	—	10,607	12,870					
Brooks Foundation scholarships	—	47	50	—	46	50					
Turrentine Foundation scholarships	—	215	250	—	171	250					
All **North Carolina** programs	5,181	31,098	30,587	2,734	14,111	16,524	528	454	540	2.32%	1.81%
North Dakota											
Student assistance	1,011	1,216	1,250	327	402	500					
Tuition grants	—	n/a	210	—	94	106					
All **North Dakota** programs	1,011	1,416	1,460	327	496	606	323	350	415	0.11%	0.07%
Ohio											
Instructional grants	55,476	56,000	60,800	25,925	28,100	31,490	467	502	518	4.61%	3.45%
Oklahoma											
Tuition aid grants	7,872	10,205	n/a	1,846	2,265	n/a	235	222	n/a	0.77%	0.25%
Oregon											
Need grants	13,146	16,512	15,766	5,990	6,655	6,306					
Cash awards	792	862	780	376	425	385					
All **Oregon** programs	13,938	17,374	16,546	6,366	7,080	6,691	457	408	404	1.25%	0.73%
Pennsylvania											
Higher education grants	114,938	126,373	129,020	71,791	78,100	82,464	625	618	639	9.78%	9.04%
Rhode Island											
Scholarships (old program)**	2,039	—	—	1,529	—	—					
Grants**	1,000	—	—	1,069	—	—					
Scholarships (new program)**	600	—	—	641	—	—					
Nurse training scholarships**	99	—	—	53	—	—					
Business education teachers scholarships**	30	—	—	11	—	—					
War orphans scholarships**	9	—	—	2	—	—					
Rhode Island scholarships and grants	—	4,746	6,300	—	3,792	4,500					
All **Rhode Island** programs	3,777	4,746	6,300	3,305	3,792	4,500	875	799	714	0.48%	0.49%
South Carolina											
Tuition grants	8,335	7,649	8,200	9,839	10,930	11,700	1,180	1,429	1,427	0.62%	1.28%
South Dakota											
Incentive grants	1,400	—	—	265	—	—					
Indian scholarships	—	162	76	—	48	23					
Tuition equilization grants	—	700	400	—	173	100					
All **South Dakota** programs	1,400	862	476	265	221	123	189	256	258	0.04%	0.01%
Tennessee											
Student assistance awards	6,124	11,098	10,399	3,668	5,978	6,572	599	539	632	0.79%	0.72%
Texas											
Tuition equalization grants	20,277	18,299	18,640	10,669	11,881	12,049					
Public education grants	5,162	5,006	7,500	279	1,970	2,955					
All **Texas** programs	25,439	23,305	26,140	10,948	13,851	15,004	430	594	574	1.98%	1.65%
Utah											
Incentive grants	4,138	3,000	n/a	1,858	1,504	n/a	449	501	n/a	0.23%	0.16%
Vermont											
Incentive grants	5,600	6,069	6,930	3,855	4,168	4,900	688	687	707	0.52%	0.54%
Virginia											
Scholarship assistance	8,333	24,118	20,000	3,369	9,698	3,863					
Tuition assistance grants	—	11,039	11,500	—	5,975	7,313					
All **Virginia** programs	8,333	35,157	31,500	3,369	15,673	11,176	404	446	355	2.39%	1.23%
Washington											
Need grants	9,188	9,531	10,154	4,046	4,501	5,170	440	472	509	0.77%	0.57%
West Virginia											
Higher education grants	5,126	5,111	4,800	2,906	3,022	3,023	567	591	630	0.36%	0.33%
Wisconsin											
Tuition grants	8,200	8,780	9,700	8,044	10,460	10,309					
Higher education grants	30,000	28,000	39,000	13,941	10,281	11,937					
Indian student grants	1,092	1,091	998	830	890	871					
All **Wisconsin** programs	39,292	37,871	49,698	22,815	21,631	23,063	581	571	464	3.77%	2.53%
Wyoming											
Incentive grants	430	500	42	195	251	261	453	502	6,214	0.01%	0.03%
American Samoa											
Scholarships	177	223	119	297	618	615	1,678	2,769	5,165	0.01%	0.07%
Guam											
Professional/technical awards	56	70	n/a	231	235	n/a	4,125	3,917	n/a	0.01%	0.03%
Northern Marianas											
Grants	350	360	n/a	496	500	n/a	1,417	1,389	n/a	0.03%	0.05%
Puerto Rico											
Incentive grants	1,600	1,940	n/a	1,160	1,458	n/a	725	752	n/a	0.15%	0.16%
Trust Territory											
Scholarships and grants	1,000	1,000	n/a	505	505	n/a	505	505	n/a	0.08%	0.06%
Virgin Island											
Territorial scholarships	339	355	n/a	437	214	n/a	1,289	603	n/a	0.03%	0.02%
ALL PROGRAMS	**1,217,750**	**1,278,429**	**1,319,809**	**$789,218**	**$864,469**	**$912,017**	**$ 648**	**$ 676**	**$ 691**	**100%**	**100%**

n/a Data not available
* Estimated
** Program being phased out

SOURCE: NATIONAL ASSOCIATION OF STATE SCHOLARSHIP AND GRANT PROGRAMS

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...s on Universities and the Government: Page 7

THE CHRONICLE
of Higher Education

ISSN 0009-5982

November 10, 1980 • $1.25
Volume XXI, Number 12

News Summary

Articles on inside pages

Record enrollment is reported at colleges this fall, according to a *Chronicle* survey. Story on Page 3.

The lame-duck Congress convenes this week with appropriations for education, health, and research on its agenda. Story on Page 10.

Nursing schools have become increasingly involved in basic research, but the number of nurses trained for such work is still relatively small. Story on Page 6.

Student-aid experts still aren't sure how the 1980 higher-education act will affect programs for needy students. Story on Page 7.

The 'Gang of 10,' a group of college presidents and association officials, has called for a moratorium on new programs by eight higher-education associations. Story on Page 11.

Voluntary censorship of research on secret codes evidently will be proposed by a study group established by the American Council on Education. Story on Page 10.

An obsession with "clash and theatrics" characterized the media's treatment of student protests in the 1960's, according to Todd Gitlin in his controversial new book, *The Whole World is Watching*. Story on Page 15.

Japanese officials say the country's universities are a major obstacle to efforts to internationalize higher education. Story on Page 13.

The rector of the National University of El Salvador has been killed, apparently by right-wing extremists. Story on Page 13.

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The New GOP-Controlled Senate: Implications for Higher Education

Present Democratic committee chairmen and their possible Republican replacements

Appropriations

Magnuson
Democrat

Hatfield
Republican

Budget

Hollings
Democrat

Domenici
Republican

Finance

Long
Democrat

Dole
Republican

Labor and Human Resources

Williams
Democrat

Hatch
Republican

Veterans' Affairs

Cranston
Democrat

Simpson
Republican

Details on Page 9

Tax Cut Loses in Michigan

Voters in 6 other states reject similar curbs on spending

ANN ARBOR, MICH.

A sweeping tax-cutting initiative that academic leaders said would have been a disaster for higher education in Michigan was roundly defeated at the polls last week as voters responded to a strong media blitz in the closing days of the campaign.

Nearly complete returns showed the proposal losing by about 56 per cent to 44 per cent.

Two other tax-cutting measures on the Michigan ballot were defeated by even wider margins.

The main proposal, known as the Tisch amendment, would have cut Michigan's property-tax assessments to half of what they were in 1978, limited annual increases in valuations to 2 per cent, and required the approval of at least 60 per cent of the voters before any new state taxes could be imposed.

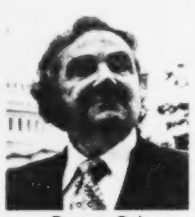
If the measure had passed, state officials estimated that 12 of Michigan's 15 state colleges and universities might have had to close and the three largest campuses been forced to reduce their operations by half.

The proposal's defeat was credited in

Continued on Page 8, Column 3

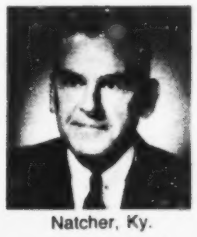
How House Education Leaders Fared at the Polls

Winners



Brown, Cal.

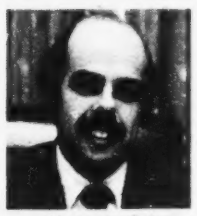
Ford, Mich.



Natcher, Ky.

Perkins, Ky.

Simon, Ill.

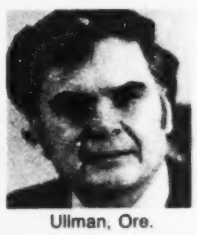


Waxman, Cal.

Losers

Brademas, Ind.

Thompson, N.J.



Ullman, Ore.

NOTE

ONLY THE FOLLOWING PAGES OF THIS PUBLICATION

HAVE BEEN FILMED

p. 1, 3-4.

NOV.

10

1980

Fall Enrollment Sets Record Despite Fewer 18-Year-Olds

By Jack Magarrell

An upsurge in the enrollment of undergraduates, especially at public institutions, has boosted the total number of college students this fall to a record level.

A decline of about 2 per cent in the country's supply of 18-year-olds during the past year has been more than offset by other trends that have attracted additional students to college campuses.

A lack of jobs during the economic recession has been cited by a number of higher-education officials as a major reason for the enrollment increase.

Community colleges, which often have been more sensitive than other colleges and universities to changes in economic conditions, showed a larger increase in enrollment this fall than any other type of institution.

The weak job market also appears to have encouraged more people to enroll as full-time students this fall, rather than combine part-time study with work.

A *Chronicle* survey of fall enrollment trends indicates an overall increase of 3.8 per cent over last fall.

'Fallacy of Premature Assumptions'

A slightly lower increase of 3.2 per cent was estimated last week by the federal government's National Center for Education Statistics. Earlier, the University of Alabama's J. Ernest Mickler said preliminary data in his enrollment survey indicated that total enrollment was up 5.1 per cent.

"This fall's experience certainly emphasizes the fallacy of premature assumptions of dramatic student-body declines," says Clifton R. Wharton, Jr., chancellor of the State University of New York, where enrollment on 34 state campuses is up 3.4 per cent.

The increase is not an unmixed blessing. For some institutions, the additional students mean tight budgets will be even tighter.

"In addition to record-setting enrollments," says C. Peter Magrath, president of the University of Minnesota, where enrollment is up 4.3 per cent, "the university is experiencing a record-setting retrenchment in its state budgetary support.

"This means we will have to serve more students with fewer dollars."

Although the Census Bureau's population estimates show an extended decline beginning this year in the number of 18-year-olds, the estimated number of Americans in the 18-to-24 age group rose slightly this year and will not begin to decline until 1982.

Biggest Increase Since 1975

An enrollment increase of more than 3 per cent this fall would make it the largest one-year jump since the fall of 1975—another recession period—when the number of students rose 9.4 per cent.

Fall enrollment declined 1.5 per cent in 1976, rose 2.6 per cent in 1977, dropped again by 0.2 per cent in 1978, and increased 2.8 per cent in 1979.

The Chronicle survey's comparison of this fall's enrollment with that of a year ago shows that public institutions have gained 4.1 per cent, compared with 2.5 per cent for private colleges and universities.

At the freshman level, the contrast is even sharper, with the public institutions gaining 4.1 per cent and the private institutions 1.5 per cent.

Larger freshman classes are particularly common in the Great Lakes and Plains regions.

At the University of Iowa, for example, overall enrollment is up 7.5 per cent, but the number of new freshmen is 19.9 per cent higher than it was a year ago. For the Midwest region as a whole, *The Chronicle* survey shows a 6.5-per-cent increase in the number of freshmen.

Growth in the number of transfer students is about the same at both public and private institutions—around 3.3 per cent, according to the survey.

The Chronicle's enrollment data for four geographic regions show that public institutions had their strongest growth this fall—6.3 per cent—in the Great Lakes and Plains states, while the biggest gains for private colleges and universities were in the Northeast and Mid-Atlantic states—up 3.5 per cent.

Gain in Nontraditional Students

Private colleges' efforts to attract larger numbers of nontraditional students have produced some enrollment gains, as indicated by the survey's data on "other or unclassified students." That category, which includes students in adult-education and extension programs, shows a gain of more than 8 per cent at all private institutions, and a 12.5-per-cent increase in the Northeast and Mid-Atlantic regions.

The large increases among nontraditional students affect overall enrollment in private colleges only slightly, since such students represent a relatively small proportion of the students at such institutions.

The private liberal-arts colleges with relatively selective admissions policies generally avoid substantial year-to-year changes in enrollment. *The Chronicle* survey indicates their enrollment is up 1.5 per cent this fall.

Some public institutions have attempted to limit enrollment this fall, to ease the strain caused by budget reductions.

Illinois State University, for instance, curtailed the admission of freshmen last May and cut off the admission of transfer students June 16. As a result, Illinois State has 4 per cent fewer new students than

Continued on Following Page

CHRONICLE PREVIEW

Changes in Fall, 1980, Enrollment

Public Institutions

Per cent change from Fall, 1979 (a)

Enrollment category	Research & Ph.D.-granting universities	Comprehensive colleges & universities	Selective liberal-arts colleges	Less selective liberal-arts colleges	2-year colleges	All types	Northeast and Mid-Atlantic (b)	Southeast (c)	Great Lakes & Plains (d)	West & Southwest (e)
All undergraduates	+ 2.7%	+ 2.5%	—	+ 6.4%	+ 6.2%	+ 4.3%	+ 2.8%	+ 3.4%	+ 6.9%	+ 3.7%
Freshmen only	+ 2.0%	+ 2.5%	—	0.2%	+ 6.1%	+ 4.1%	+ 2.4%	+ 4.8%	+ 6.5%	+ 2.7%
Transfer students	- 0.8%	+ 1.4%	—	+ 3.5%	+ 6.7%	+ 3.4%	+ 0.8%	+ 5.0%	+ 4.5%	+ 2.9%
Graduate students	+ 1.0%	+ 0.1%	—	—	—	+ 0.6%	+ 1.1%	+ 0.1%	+ 1.8%	- 0.6%
First professional students										
Health fields	+ 3.3%	—	—	—	—	+ 2.8%	—	+ 1.6%	+ 2.6%	+ 2.6%
Other fields	+ 1.7%	+ 3.1%	—	—	—	+ 1.9%	—	+ 1.3%	+ 2.6%	+ 3.4%
Other or unclassified	- 3.1%	+ 3.7%	—	—	+ 3.0%	+ 1.5%	+ 3.3%	- 2.3%	- 1.1%	+ 4.5%
Total enrollment	**+ 2.3%**	**+ 2.2%**	**—**	**+ 3.6%**	**+ 6.4%**	**+ 4.1%**	**+ 2.7%**	**+ 3.5%**	**+ 6.3%**	**+ 3.6%**

Private Institutions

Per cent change from Fall, 1979 (a)

Enrollment category	Research & Ph.D.-granting universities	Comprehensive colleges & universities	Selective liberal-arts colleges	Less selective liberal-arts colleges	2-year colleges	All types	Northeast and Mid-Atlantic (b)	Southeast (c)	Great Lakes & Plains (d)	West & Southwest (e)
All undergraduates	+ 0.6%	+ 2.3%	+ 1.0%	+ 3.5%	+ 5.7%	+ 2.2%	+ 3.0%	+ 3.3%	+ 1.5%	- 0.3%
Freshmen only	- 1.1%	+ 2.0%	- 0.5%	+ 3.7%	+ 5.0%	+ 1.5%	+ 3.1%	+ 2.4%	+ 2.4%	- 1.6%
Transfer students	+ 1.4%	+ 3.4%	- 4.5%	+ 7.4%	+ 9.0%	+ 3.3%	+ 6.7%	+ 1.9%	- 0.4%	+ 1.5%
Graduate students	+ 1.3%	- 0.2%	+ 5.2%	+16.7%	—	+ 1.5%	+ 2.7%	- 3.5%	+ 4.1%	- 2.2%
First professional students										
Health fields	+ 1.2%	—	—	—	—	+ 0.9%	—	—	—	—
Other fields	+ 0.4%	+ 4.2%	—	—	—	+ 1.5%	+ 1.2%	- 0.9%	- 1.3%	+ 6.2%
Other or unclassified	+10.5%	+ 4.1%	+17.3%	+10.8%	+ 1.9%	+ 8.2%	+12.5%	+ 4.7%	+ 8.4%	- 1.1%
Total enrollment	**+ 1.8%**	**+ 2.4%**	**+ 1.5%**	**+ 3.9%**	**+ 5.8%**	**+ 2.5%**	**+ 3.5%**	**+ 2.5%**	**+ 1.6%**	**+ 0.8%**

All Institutions

Per cent change from Fall, 1979 (a)

Enrollment category	Research & Ph.D.-granting universities	Comprehensive colleges & universities	Selective liberal-arts colleges	Less selective liberal-arts colleges	2-year colleges	All types	Northeast and Mid-Atlantic (b)	Southeast (c)	Great Lakes & Plains (d)	West & Southwest (e)
All undergraduates	+ 2.3%	+ 2.4%	+ 1.0%	+ 3.7%	+ 6.2%	+ 3.9%	+ 2.9%	+ 3.3%	+ 6.0%	+ 3.3%
Freshmen only	+ 1.4%	+ 2.4%	- 0.5%	+ 3.5%	+ 6.1%	+ 3.6%	+ 2.1%	+ 4.5%	+ 5.8%	+ 2.3%
Transfer students	- 0.4%	+ 1.9%	- 4.5%	+ 7.2%	+ 6.8%	+ 3.4%	+ 2.8%	+ 4.5%	+ 3.6%	+ 2.8%
Graduate students	+ 1.1%	0.0%	+ 5.2%	+16.0%	—	+ 0.9%	+ 2.1%	- 0.4%	+ 2.3%	- 1.0%
First professional students										
Health fields	+ 2.3%	—	—	—	—	+ 1.8%	+ 1.0%	+ 1.2%	+ 2.8%	+ 1.6%
Other fields	+ 1.1%	+ 3.9%	—	—	—	+ 1.7%	+ 0.7%	+ 0.4%	+ 1.0%	+ 5.0%
Other or unclassified	0.0%	+ 3.8%	+17.3%	+10.2%	+ 3.0%	+ 2.8%	+ 6.8%	- 1.2%	+ 0.6%	+ 4.0%
Total enrollment	**+ 2.2%**	**+ 2.2%**	**+ 1.5%**	**+ 3.9%**	**+ 6.4%**	**+ 3.8%**	**+ 3.0%**	**+ 3.3%**	**+ 5.4%**	**+ 3.3%**

— Indicates insufficient data for a reliable estimate

(a) Based on data from 264 public and 331 private institutions. Sample statistics are weighted to reflect total student enrollment in each category by region and type of institution.

(b) Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

(c) Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.

(d) Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

(e) Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming.

SOURCE: SURVEY DESIGNED AND CONDUCTED FOR THE CHRONICLE BY JOHN MINTER

More Students this Fall

Continued from Preceding Page

a year ago, but total enrollment rose a fraction of 1 per cent.

The school of business administration at the University of Wisconsin at Milwaukee, hit by reductions in state funds, turned away about 1,000 applicants this fall, says Eric Schenker, its dean.

The school could not afford to add extra sections to some of its introductory courses, he says.

Enrollment estimates based on *The Chronicle* survey are "head count" figures that include both full-time and part-time students. The survey was conducted by John Minter Associates, Boulder, Colo., a research organization specializing in higher-education studies.

Enrollment estimates by the Department of Education's National Center for Education Statistics show substantial gains this fall in the number of full-time students.

Full-time enrollment of men, which declined in 1977 and 1978, rose slightly last fall. This fall it increased 3.6 per cent.

Enrollment on a full-time basis has been growing much faster among women than among men, up 6 per cent this fall, after a gain of 3.6 per cent a year ago, the N.C.E.S. estimates.

4.8 Pct. More Full-Time Students

The number of part-time students this fall is up 2.6 per cent for women and down 0.1 per cent for men.

The trend toward increased full-time enrollment is apparent at all types of institutions, N.C.E.S. reports that total full-time enrollment is up 4.8 per cent, compared with a gain of 1.1 per cent in part-time students.

"The economy is such that students are experiencing more difficulty in finding the kinds of jobs they can do part time while they're going to school," says Stephen House, registrar at Western Kentucky University, "so they are returning as full-time students."

The N.C.E.S. preliminary estimates, based on data from 999 institutions, indicate that the total enrollment for all types of colleges and universities this fall is 12,087,200, up 3.2 per cent from last fall's 11,707,126.

According to N.C.E.S., enrollment in universities has declined 1.5 per cent since last fall, with the losses including a 5-per-cent drop in the number of part-time students.

Reports from individual institutions indicate a continuing shift of students toward programs in business administration and engineering.

At Texas A&M University, for example, the college of engineering has 27 per cent more students than it had two years ago, and enrollment in the college of business administration has gained 14 per cent in the past year while enrollment in the college of liberal arts has declined by 33 per cent.

At the University of Michigan at Dearborn, graduate enrollment is down 10.3 per cent from a year ago.

Eugene Arden, vice-chancellor for academic affairs, says the economic decline in the auto industry caused the Ford Motor Company and the Chrysler Corporation to withdraw tuition support that had been offered previously to employees enrolled in educational programs.

Fewer Catholic Colleges Have More Students

WASHINGTON

Enrollment in the country's Catholic colleges grew by 19 per cent between 1970 and 1978, according to a new study.

Some 535,000 undergraduate and graduate students were enrolled in 240 Catholic institutions of higher education in the fall of 1978, compared with about 450,000 in the fall of 1970, when there were 294 such institutions.

In the same period, enrollment went up 37 per cent in public colleges and 15 per cent in non-Catholic private colleges, the study says.

The study, "Project 80: Enrollment, Finances, and Student Aid at Catholic Colleges and Universities," was sponsored by the Association of Catholic Colleges and Universities and the National Institute of Independent Colleges and Universities.

Copies may be obtained from the A.C.C.U., Suite 770, One Dupont Circle, Washington 20036, for $8 each.

—A.H.P.

FACT-FILE

Estimated 1980 Fall Enrollment

Public Institutions

	Universities		Other 4-year institutions		2-year institutions		All public institutions	
	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979
Full-time students								
Men	880,301	− 1.9%	1,050,904	+10.6%	778,881	+ 4.8%	2,710,086	+ 4.6%
Women	739,121	+ 1.7%	1,035,160	+ 8.5%	805,873	+ 9.7%	2,580,154	+ 6.8%
Total	1,169,422	− 0.3%	2,086,064	+ 9.5%	1,584,754	+ 7.2%	5,290,240	+ 5.7%
Part-time students								
Men	220,480	− 7.3%	434,166	− 2.0%	1,134,282	+ 1.0%	1,788,928	− 0.1%
Women	244,237	− 6.2%	547,029	− 1.8%	1,544,807	+ 5.9%	2,346,073	+ 2.6%
Total	464,717	− 6.7%	981,195	− 1.9%	2,689,089	+ 3.8%	4,135,001	+ 1.1%
Total enrollment								
Men	1,100,781	− 3.0%	1,485,070	+ 6.6%	1,913,163	+ 2.5%	4,499,014	+ 2.4%
Women	983,358	− 0.4%	1,582,189	+ 4.7%	2,360,680	+ 7.1%	4,926,227	+ 4.8%
Total	2,084,139	− 1.8%	3,067,259	+ 5.6%	4,273,843	+ 5.0%	9,425,241	+ 3.6%

Private Institutions

	Universities		Other 4-year institutions		2-year institutions		All private institutions	
	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979
Full-time students								
Men	301,412	− 1.4%	644,147	+ 1.2%	62,670	+13.6%	1,008,229	+ 1.1%
Women	220,122	+ 1.5%	608,493	+ 2.5%	102,371	+18.0%	930,986	+ 3.8%
Total	521,534	− 0.2%	1,252,640	+ 1.8%	165,041	+16.3%	1,939,215	+ 2.4%
Part-time students								
Men	109,664	+ 0.2%	217,664	− 3.1%	18,593	+27.7%	345,921	− 0.8%
Women	105,159	− 2.5%	241,213	+ 2.4%	30,451	+26.7%	376,823	+ 2.6%
Total	214,823	− 1.2%	458,877	− 0.3%	49,044	+27.1%	722,744	+ 0.9%
Total enrollment								
Men	411,076	− 1.0%	861,811	+ 0.1%	81,263	+16.5%	1,354,150	+ 0.6%
Women	325,281	+ 0.2%	849,706	+ 2.5%	132,822	+19.8%	1,307,809	+ 3.4%
Total	736,357	− 0.5%	1,711,517	+ 1.3%	214,085	+18.6%	2,661,959	+ 2.0%

All Institutions, Public and Private

	Universities		Other 4-year institutions		2-year institutions		All institutions	
	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979	Fall 1980 estimate	Change from 1979
Full-time students								
Men	1,181,713	− 1.8%	1,695,051	+ 6.8%	841,551	+ 5.4%	3,718,315	+ 3.6%
Women	959,243	+ 1.6%	1,643,653	+ 6.2%	908,244	+10.6%	3,511,140	+ 6.0%
Total	2,140,956	− 0.3%	3,338,704	+ 6.5%	1,749,795	+ 8.0%	7,229,455	+ 4.8%
Part-time students								
Men	330,144	− 4.9%	651,830	− 2.4%	1,152,875	+ 1.4%	2,134,849	− 0.1%
Women	349,396	− 5.1%	788,242	− 0.5%	1,585,258	+ 6.2%	2,722,896	+ 2.6%
Total	679,540	− 5.0%	1,440,072	− 1.4%	2,738,133	+ 4.1%	4,857,745	+ 1.1%
Total enrollment								
Men	1,511,857	− 2.5%	2,346,881	+ 4.1%	1,994,426	+ 3.0%	5,853,164	+ 2.0%
Women	1,308,639	− 0.3%	2,431,895	+ 3.9%	2,493,502	+ 7.8%	6,234,036	+ 4.5%
Total	2,820,496	− 1.5%	4,778,776	+ 4.0%	4,487,928	+ 5.6%	12,087,200	+ 3.2%

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS, BASED ON DATA FROM 999 INSTITUTIONS

In Brief

Continued from Page 2

which Mr. Crook called "texasite," was actually a synthetic compound.

A faculty committee reported that the department of geological sciences had ascertained that Mr. Crook knew the claim was false and that "a substantial part of the data reported in Mr. Crook's thesis was fabricated."

■ Union Starts Campaign to Boost SUNY Enrollment

A union of faculty members, administrative assistants, and other employees on 29 campuses of the State University of New York will spend up to $100,000 in the next few months on a campaign to generate applications to the university.

The campaign, planned by the United University Professions (A.F.L.-C.I.O.) in consultation with university officials, began last month. It consists primarily of advertisements on radio and in newspapers.

■ Law Student Keeps Custody of Her Children

The Iowa Supreme Court has overturned a state district court's decision by ruling that insufficient evidence was presented to show that a person is a less capable parent for being a law student.

As a result, Linda Tresnak, a student at the University of Iowa college of law, retained custody last month of her two sons, 9 and 11 years old.

The lower court had awarded custody to Ms. Tresnak's former husband on the grounds that he could spend more time with the two boys than their mother could, since she would have to devote much time to her law studies.

■ Corrections

▶ The estimated 1980-81 faculty salaries listed in *The Chronicle*, October 27, incorrectly included figures for professor, associate professor, and assistant professor at public institutions granting only bachelor's degrees. *The Chronicle*'s survey did not include enough data for reliable estimates in those categories.

▶ A Fact-File on statewide agencies for two-year colleges in *The Chronicle*, October 20, incorrectly listed the Wisconsin Board of Vocational, Technical and Adult Education as the agency responsible for that state's two-year colleges. The correct listing should read:

Board of Regents of the University of Wisconsin System
1860 Van Hise Hall
1220 Linden Drive
Madison, Wis. 53706
Robert M. O'Neil, president of the university system
(608) 262-2324 (G)

11/23/80 C2175-1

THE CHRONICLE
of Higher Education

ISSN 0009-5982

November 17, 1980 • *$1.25*
Volume XXI, Number 13

8320 MNA710 WSJA6 SAMPLE
JOE MCNALLY
CONGRESSIONAL INFO SERVICE
7101 WISCONSIN AV/NW SRI ACQ
WASHINGTON DC 20014

Articles on inside pages

Real estate is being looked at by many colleges as a hedge against inflation. Columbia University, one of the largest institutional investors in real estate, encountered serious problems when it bought buildings to provide needed housing for its students. Stories on Pages 4-5.

Hans Küng, a controversial Roman Catholic theologian disciplined by the Vatican, says his fight raises questions about the freedom to conduct research. Story on Page 3.

Fund-raising campaigns at many colleges and universities are proving successful, despite the general economic slowdown. Story on Page 6.

Alfred University has upgraded its admissions requirements and halted enrollment declines. Story on Page 2.

President-elect Ronald Reagan says he won't act right away to abolish the Department of Education, as he advocated during the Presidential campaign. Story on Page 11.

A House committee has challenged President-elect Reagan to cut 2 per cent from the federal budget—a move that could mean cuts for higher-education funds. Story on Page 11.

A history textbook that stresses ideas rather than facts and chronology has proved to be too difficult for many college students, its authors have found. Story on Page 19.

Exaggerated warnings about reproduction of copyrighted books and other published material cannot be removed by the federal Copyright Office. Story on Page 23.

High-school officials in one Chinese province have been charged with allowing an entire graduating class to cheat on university entrance exams. Story on Page 15.

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Extra Work Found to Add 21 Pct. to Base Salaries of Most Professors

4 out of 5 faculty members say they augment pay with additional professional activities

By Jack Magarrell

For four out of five faculty members, extra professional earnings add an average of 21 per cent to the basic salaries they receive from their colleges, a *Chronicle* survey has found.

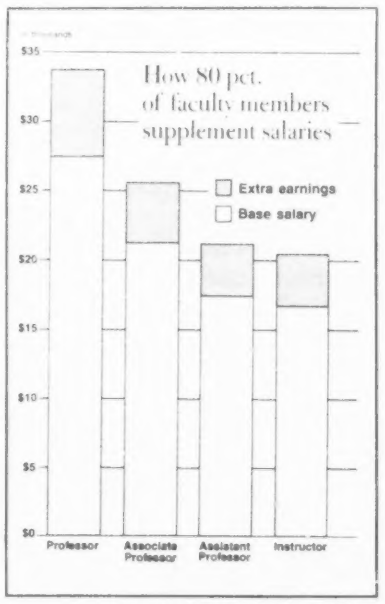
At research universities, extra income in the past year averaged $7,404 among the full professors who said they had earnings above their base salaries. One in four of those professors received additional earnings that exceeded $9,000.

The *Chronicle* survey obtained data directly from a national sample of 2,400 faculty members. The outside income that the respondents reported came from professional work only and did not include royalties, investment income, rents, or gifts. Tables from the survey appear in a "Chronicle Preview" on Page 8.

The base salaries reported annually by educational institutions provide valuable data on year-to-year salary trends and differences among types of institution, but they neglect the widespread and substantial earnings beyond base salary.

Base salaries do not even represent the full amount paid by an institution to its faculty members.

The *Chronicle* survey found that nearly two-thirds received additional earnings from the same institution that paid their salaries. Those faculty members received an average of $3,483 in such payments—equal to almost 16 per cent of the base salary. The extra compensation was for research work, for administrative assignments, and for teaching night, summer-session, and other extra classes.



CHRONICLE CHART BY PETER H. STAFFORD
SOURCE: JOHN MINTER ASSOCIATES

Chart above shows extra income received by most faculty members.

Overall, faculty members at public colleges and universities were more likely to have such extra income from their institutions—and a larger amount of it—than were those at private institutions. At major private universities, however, faculty members who did receive extra income from their institutions reported larger amounts than those at similar public universities.

Faculty members' earnings from outside their own campuses—from consulting, research, and other professional work—also add significantly to annual income, although not as much as the extra pay from their institutions.

Higher at Private Colleges

The number of faculty members with professional income from other sources exceeds the number of those who receive extra pay from their own colleges and universities. About half reported receiving outside income in the past year. Such earnings averaged $3,226, or 14 per cent of base salary, among faculty members reporting them.

Those at private institutions had substantially higher outside incomes, on the average, than did those at public institutions.

Fifty-one per cent of the faculty members at private colleges and universities reported earnings from outside their own institutions. Those earnings, averaging $4,315, equaled 19 per cent of base salary.

In contrast, the survey found that the 52 per cent of faculty members at public colleges and universities who reported out-

Continued on Page 7, Column 5

Move to Require Continuing Education for Professionals Appears to Be Stalling

By Beverly T. Watkins

ST. LOUIS

A movement to make continuing education compulsory for professionals "is grinding to a screeching halt," according to a leading observer of professional education.

"More and more people believe going to class does not make any difference in what the professional does in the work setting.

"Taking a course in African medicine is not going to help a dentist do a root canal," said Cyril O. Houle, the author of *Continuing Learning in the Professions*, a recent study of education in 17 professions.

Measuring Performance

"The ultimate evaluation of continuing education comes through measuring changes in performance," Mr. Houle told a national adult-education conference here. "We have not yet clearly shown that continuing education makes professional performance better."

Adult educators "do not yet know how to measure performance, but they will develop ways in the future," said Mr. Houle, a senior program consultant for the W. K. Kellogg Foundation and professor emeritus of education at the University of Chicago.

In the meantime, he said he would not eliminate all requirements for continuing professional education. "In some cases I am for them and in others I am against them. In some cases I do believe continuing education is essential," he said.

The movement to require physicians, nurses, accountants, lawyers, social workers, and other professionals to continue their education picked up momentum about five years ago when consumers began to insist on ways to insure that such people were competent. State legislatures responded by making further education a prerequisite for relicensing of professionals in some fields.

Every state now has legislation requiring continuing education for some professions, although there are wide variations in the amount of regulation. California, for example, requires continuing education for members of 53 professions, while Missouri requires it only for optometrists.

Opposition 2 Years Old

Opposition to mandatory continuing education began to come to the surface about two years ago, when a number of educators expressed concern about the quality of some academic programs offered to meet professionals' educational needs. They also found "negative learning patterns" among those who were required to take instruction. Members of the professions began to complain that they were

Continued on Page 16, Column 1

Fund-Raising Campaigns

opment effort"—*i.e.*, a continuous campaign.

Mr. Wilkinson said fund raising at many institutions was focused on increasing endowment funds, enabling income from the endowment to carry its share of rising operating costs.

Mr. Winship, on the other hand, said, "Only the best of schools can continue to put campaign funds into endowment. Most are going into the annual budget."

$52-Million from 102 Couples

Successful fund-raising campaigns at one institution tend to spur other institutions to do as well, Mr. Wilkinson said.

One technique that has drawn the attention of college fund raisers is the "fly-in weekends" staged by the University of Notre Dame.

With private planes loaned by Notre Dame supporters, the university flew small groups of key benefactors—people considered capable of giving $500,000 or more—to the campus for a weekend during which they were "immersed in the Notre Dame story." From 102 couples who participated, the university raised $52-million.

The Notre Dame campaign began in March, 1977, with a five-year goal of $130-million—a sum that was obtained by July, 1979. The campaign was continued and has now brought in $174.4-million.

Among other indicators of the fund-raising climate:

▶ Amherst College this month began a campaign to raise $43-million in the next five years.

▶ Carnegie-Mellon University has completed a three-year campaign, exceeding by $3-million its goal of $100-million.

▶ Colgate University began its annual fund drive with an eight-day telephone campaign that raised $177,578, double the amount raised in last year's telephone effort.

▶ Cornell University met its five-year goal of $230-million 10 months ahead of schedule.

▶ Drake University, citing an "optimum climate" for the campaign, began a three-year, $25-million drive.

▶ Duke University received a $10-million gift for its graduate school of business administration from J. B. Fuqua, an Atlanta businessman.

▶ Grinnell College, in the first three years of a five-year campaign, raised 85 per cent of the $18-million goal.

▶ Illinois Institute of Technology reported that with $45-million raised, it was well ahead of schedule in its $100-million, 10-year campaign begun in 1978.

▶ The University of New Hampshire announced a three-year campaign to raise $18.2-million.

▶ The University of Pittsburgh raised more than $19-million in the first six months of a five-year, $50-million campaign.

▶ The University of Richmond announced the successful completion of a 10-year, $54-million development program two years ahead of schedule.

▶ The University of Rochester's $102-million campaign, begun in 1975, ended two months ahead of schedule with gifts and pledges totaling $104.8-million.

▶ The University of Southern California raised $252-million in a five-year campaign and expects to surpass its goal of $265-million before the scheduled conclusion next June.

Art Collection Worth $4-Million Left to Yale

NEW HAVEN, CONN.

A $4-million art collection, along with $2-million to maintain and enlarge it, has been bequeathed to Yale University by an "audacious" collector.

Katharine Ordway of Weston, Conn., who died in June, 1979, left her lifetime collection of almost 200 works by modern artists to Yale.

Among the artists represented are Bonnard, Brancusi, Burchfield, Calder, de Kooning, Gorky, Gris, Picasso, Pollock, Rothko, Rouault, and Vuillard.

"She had a wonderful eye for quality," said Alan Shestack, director of the Yale art gallery. "She audaciously purchased a Brancusi bronze and paintings by Picasso, Gorky, Pollock, and Rothko before it was fashionable to do so.

"She bought out of love, not for investment. As far as I know, she never sold a single object."

In addition to the $2-million for maintenance and acquisitions, Miss Ordway left $300,000 to remodel part of the university art gallery to house her collection. It will be open to the public starting December 5.

Under terms agreed upon by Miss Ordway and the university gallery, all works will be kept for 10 years, after which the gallery may sell any but the 50 most significant pieces and use the income for additions to the collection.

Among the items in the collection are two oil paintings by Picasso, "Senne Assise" and "Coquillages sur un Piano"; a Picasso pencil drawing, "Boy on Horseback"; three Calder mobiles; and three paintings by Rothko, "No. 3, 1967," "Orange," and one untitled.

Salaries

Continued from Page 1

side earnings in the past year averaged $2,875, or 12 per cent of base salary.

The *Chronicle* survey was designed and conducted by John Minter Associates of Boulder, Colo., a research organization specializing in higher-education studies.

The data on salary and earnings were obtained this fall from about 2,400 persons in a sample of 4,800 full-time faculty members. The statistics from the sample were weighted to reflect earnings in each category of faculty members. Only those reporting extra earnings were included in the calculation of the average extra earnings and the average per cent of base salary.

The *Chronicle* survey's estimates of faculty members' additional earnings are consistent with the results of an earlier study at the University of Southern California.

The California study included data on total salary payments to faculty members by eight research universities for 1977-78.

About 70 per cent of the faculty members at the eight participating institutions received extra earnings from their institutions, averaging 21.5 per cent of their base salary.

Robert H. Linnell, director of U.S.C.'s office of institutional studies, said one of the findings of the study was that many colleges and universities did not know how much they had paid their faculty members. He said readily available records maintained by universities usually show only base salaries.

The U.S.C. study made no attempt to determine the amount of faculty income derived from outside their institutions.

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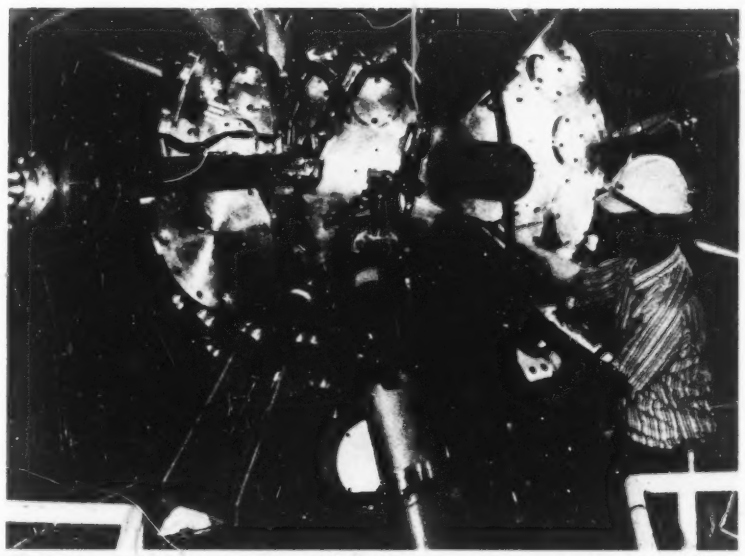

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CHRONICLE PREVIEW

Estimated Earnings of Faculty Members Beyond Their Basic Salaries in 1979-80

Annual earnings above base salary from within the institution

Type of institution	Public 4-year institutions			Private 4-year institutions			All institutions		
	Per cent reporting earnings	Average amount of earnings	Per cent of base salary	Per cent reporting earnings	Average amount of earnings	Per cent of base salary	Per cent reporting earnings	Average amount of earnings	Per cent of base salary
Research universities									
Professor	64.3%	$5,041	18.1%	55.7%	$6,404	19.4%	61.9%	$5,387	18.4%
Assoc. professor	77.6%	3,591	15.8%	56.4%	3,848	16.3%	71.9%	3,646	15.9%
Ass't professor	51.7%	2,510	14.7%	—	—	—	50.9%	2,822	15.6%
All ranks	64.4%	3,996	16.6%	53.6%	5,286	18.5%	61.7%	4,278	17.0%
Ph.D.-granting universities									
Professor	82.4%	$4,708	17.2%	66.7%	$5,553	20.6%	79.7%	$4,829	17.7%
Assoc. professor	73.2%	3,690	17.7%	84.5%	3,287	15.8%	74.8%	3,626	17.4%
Ass't professor	72.3%	2,527	15.6%	—	—	—	73.8%	2,761	16.6%
All ranks	75.7%	3,787	17.0%	78.0%	4,306	18.9%	76.0%	3,861	17.3%
Comprehensive universities and colleges									
Professor	74.3%	$4,144	15.7%	63.3%	$2,469	10.1%	71.9%	$3,821	14.7%
Assoc. professor	59.7%	3,567	16.5%	80.0%	2,774	14.9%	63.3%	3,389	16.1%
Ass't professor	66.0%	2,993	15.8%	57.2%	4,057	24.3%	63.5%	3,262	18.0%
All ranks	65.7%	3,596	15.9%	66.1%	2,984	15.9%	65.8%	3,459	15.9%
Selective liberal arts colleges									
All ranks	—	—	—	55.6%	$2,535	14.1%	55.6%	$2,535	14.1%
Less-selective liberal arts colleges									
All ranks	—	—	—	45.9%	$1,877	11.2%	47.0%	$2,002	11.7%
2-year colleges									
All ranks	—	—	—	—	—	—	67.7%	$2,725	13.7%
All types combined									
Professor	72.7%	$4,562	16.9%	58.3%	$4,033	14.4%	68.1%	$4,328	16.1%
Assoc. professor	66.9%	3,613	16.7%	66.8%	2,880	14.9%	68.0%	3,319	15.8%
Ass't professor	63.2%	2,737	15.4%	51.2%	3,485	19.8%	60.6%	2,865	16.2%
Instructor	49.1%	2,806	14.3%	42.3%	1,598	12.0%	59.3%	2,375	13.1%
All ranks	67.5%	3,753	16.4%	58.4%	3,374	15.8%	65.4%	3,483	15.8%

Annual extra earnings from outside the institution

Type of institution	Public 4-year institutions			Private 4-year institutions			All institutions		
	Per cent reporting earnings	Average amount of earnings	Per cent of base salary	Per cent reporting earnings	Average amount of earnings	Per cent of base salary	Per cent reporting earnings	Average amount of earnings	Per cent of base salary
Research universities									
Professor	54.9%	$3,410	11.8%	78.4%	$6,110	16.6%	61.5%	$4,380	13.6%
Assoc. professor	64.7%	3,528	14.9%	70.0%	3,932	17.1%	66.2%	3,644	15.6%
Ass't professor	61.5%	2,019	11.7%	—	—	—	63.1%	2,226	12.5%
All ranks	59.1%	3,052	12.8%	73.4%	4,975	16.6%	62.7%	3,617	13.9%
Ph.D.-granting universities									
Professor	65.5%	$4,000	13.8%	45.0%	$4,952	19.2%	62.0%	$4,119	14.5%
Assoc. professor	49.7%	1,826	9.0%	—	—	—	49.3%	2,245	10.6%
Ass't professor	52.9%	1,849	11.9%	—	—	—	53.8%	1,918	12.0%
All ranks	55.6%	2,669	11.5%	48.2%	4,609	19.9%	54.6%	2,908	12.5%
Comprehensive universities and colleges									
Professor	48.5%	$3,493	13.2%	53.6%	$7,571	26.9%	49.6%	$4,458	16.4%
Assoc. professor	53.4%	2,482	11.9%	48.0%	3,092	15.8%	52.4%	2,581	12.6%
Ass't professor	36.3%	2,809	15.5%	53.8%	2,438	15.2%	41.2%	2,673	15.4%
All ranks	46.5%	2,904	13.2%	51.7%	5,017	25.3%	47.7%	3,414	16.1%
Selective liberal arts colleges									
All ranks	—	—	—	48.8%	$2,584	12.9%	48.8%	$2,584	12.9%
Less-selective liberal arts colleges									
All ranks	—	—	—	32.2%	$2,285	14.2%	33.8%	$2,209	13.2%
2-year colleges									
All ranks	—	—	—	—	—	—	37.3%	$2,784	14.1%
All types combined									
Professor	54.7%	$3,581	12.9%	57.9%	$5,904	19.3%	54.1%	$4,119	14.4%
Assoc. professor	54.8%	2,575	11.9%	44.3%	3,665	17.6%	50.3%	2,849	13.5%
Ass't professor	47.0%	2,263	13.1%	53.1%	2,248	13.3%	48.2%	2,238	13.1%
Instructor	33.0%	2,300	13.1%	43.6%	7,686	64.0%	33.2%	3,733	23.9%
All ranks	52.2%	2,875	12.6%	51.4%	4,315	19.1%	49.4%	3,226	14.4%

Total annual earnings above base salary

Type of institution	Public 4-year institutions			Private 4-year institutions			All institutions		
	Per cent reporting earnings	Average amount of earnings	Per cent of base salary	Per cent reporting earnings	Average amount of earnings	Per cent of base salary	Per cent reporting earnings	Average amount of earnings	Per cent of base salary
Research universities									
Professor	76.6%	$6,678	23.7%	93.8%	$8,914	25.4%	81.4%	$7,404	24.3%
Assoc. professor	83.7%	6,057	26.2%	86.4%	5,698	24.5%	84.4%	5,958	25.7%
Ass't professor	89.5%	2,839	16.5%	81.0%	5,320	25.5%	88.1%	3,224	17.9%
All ranks	81.8%	5,354	22.3%	88.0%	7,369	25.1%	83.3%	5,888	23.0%
Ph.D.-granting universities									
Professor	91.7%	$7,088	25.3%	83.3%	$7,116	26.8%	90.3%	$7,092	25.6%
Assoc. professor	79.6%	4,532	21.9%	—	—	—	82.5%	4,630	22.1%
Ass't professor	85.4%	3,285	20.5%	—	—	—	85.8%	3,577	21.8%
All ranks	85.2%	5,106	22.6%	91.5%	6,101	26.6%	86.1%	5,253	23.2%
Comprehensive universities and colleges									
Professor	87.2%	$5,476	20.8%	76.5%	$7,347	27.2%	84.8%	$5,846	22.0%
Assoc. professor	84.6%	4,084	19.2%	86.7%	4,274	22.5%	85.0%	4,118	19.8%
Ass't professor	75.2%	3,979	21.4%	76.9%	4,725	28.7%	75.7%	4,192	23.4%
All ranks	82.6%	4,493	20.1%	80.2%	5,693	29.4%	82.1%	4,753	22.1%
Selective liberal arts colleges									
All ranks	—	—	—	75.3%	$3,543	18.8%	75.3%	$3,543	18.8%
Less-selective liberal arts colleges									
All ranks	—	—	—	55.2%	$2,896	17.6%	58.0%	$2,913	17.1%
2-year colleges									
All ranks	—	—	—	—	—	—	77.2%	$3,734	18.8%
All types combined									
Professor	84.7%	$6,230	22.8%	80.8%	$7,147	24.3%	83.1%	$6,228	22.6%
Assoc. professor	83.1%	4,607	21.3%	73.9%	4,498	22.5%	81.7%	4,514	21.4%
Ass't professor	81.8%	3,417	19.4%	70.5%	4,224	24.4%	78.1%	3,605	20.7%
Instructor	73.2%	2,920	15.5%	64.1%	6,281	51.4%	73.0%	3,624	21.5%
All ranks	83.0%	4,858	21.2%	76.5%	5,471	24.8%	80.5%	4,811	21.7%

Quartile distribution of total earnings above base salary

Type of institution	Public 4-year institutions			Private 4-year institutions			All institutions		
	High (a)	Median (b)	Low (c)	High (a)	Median (b)	Low (c)	High (a)	Median (b)	Low (c)
Research universities									
Professor	$ 9,000	$ 5,344	$ 3,000	$10,147	$ 5,000	$ 3,167	$ 9,000	$ 5,344	$ 3,000
Assoc. professor	8,050	4,500	2,550	8,500	4,000	1,000	8,500	4,250	2,500
Ass't professor	4,000	3,000	750	7,110	3,000	1,000	4,000	3,000	750
All ranks	7,200	4,000	2,500	9,000	4,700	2,000	7,600	4,000	2,500
Ph.D.-granting universities									
Professor	$ 8,000	$ 6,200	$ 2,400	$ 8,500	$ 7,000	$ 4,000	$ 8,000	$ 6,200	$ 2,425
Assoc. professor	5,500	4,000	3,000	—	—	—	5,500	4,000	2,838
Ass't professor	3,525	3,100	2,200	—	—	—	5,500	3,100	2,200
All ranks	6,500	4,000	2,301	7,250	5,000	2,700	6,600	4,000	2,301
Comprehensive universities and colleges									
Professor	$ 6,820	$ 4,125	$ 2,250	$10,000	$ 4,000	$ 2,180	$ 6,820	$ 4,000	$ 2,200
Assoc. professor	5,000	3,363	2,000	5,325	3,720	2,000	5,000	3,400	2,000
Ass't professor	4,950	2,955	1,715	3,600	2,000	1,200	4,700	2,864	1,500
All ranks	5,820	3,326	2,000	5,500	3,000	1,700	5,800	3,300	1,900
Selective liberal arts colleges									
All ranks	—	—	—	$ 5,400	$ 3,000	$ 2,000	$ 5,400	$ 3,000	$ 2,000
Less-selective liberal arts colleges									
All ranks	—	—	—	$ 3,000	$ 2,000	$ 1,500	$ 3,175	$ 1,800	$ 1,400
2-year colleges									
All ranks	—	—	—	—	—	—	$ 4,771	$ 2,900	$ 1,500
All types combined									
Professor	$ 8,000	$ 5,159	$ 2,500	$ 8,500	$ 4,133	$ 2,000	$ 8,000	$ 4,652	$ 2,500
Assoc. professor	5,785	3,700	2,330	5,950	3,100	1,500	5,500	3,600	2,000
Ass't professor	4,050	3,000	1,500	4,700	2,580	1,250	4,200	2,930	1,500
Instructor	3,900	1,800	900	2,925	2,000	1,380	4,000	2,000	1,000
All ranks	6,200	3,500	2,000	6,000	3,184	1,700	6,000	3,350	1,850

— Indicates too little data for reliable estimate.
(a) One fourth of the faculty members reporting other earnings received more than this amount.
(b) One half of the faculty members reporting other earnings received more than this amount.
(c) One fourth of the faculty members reporting other earnings received less than this amount.

Note: Survey data is based on responses of approximately 2,400 individuals in a sample of 4,800, weighted to represent full-time faculty members on 9-month or 10-month contracts at colleges and universities of all types except law schools, medical schools, proprietary institutions, or colleges with fewer than 500 students. Statistical confidence limit for earnings estimates is ± 3 per cent.

SOURCE: SURVEY DESIGNED AND CONDUCTED FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

FACT-FILE

College Degrees Awarded in 1979

Public institutions

	Bachelor's degrees		Master's degrees		Doctor's degrees	
	Men	Women	Men	Women	Men	Women
Agriculture, natural resources	16,475	6,115	3,094	777	862	71
Architecture, environmental design	5,381	1,777	1,482	497	28	8
Area Studies	491	646	219	201	32	16
Biological Sciences	18,670	12,361	3,354	1,886	1,932	590
Business and Management	77,021	35,583	18,268	4,322	518	70
Communications	9,600	9,545	889	839	93	37
Computer and Information Sciences	4,823	1,952	1,361	320	137	19
Education	27,382	71,900	26,421	56,403	3,239	2,288
Engineering	42,570	3,614	9,330	576	1,518	51
Fine and Applied Arts	9,177	15,179	2,499	2,968	280	141
Foreign Languages	1,775	5,450	494	1,082	172	192
Health Professions	7,872	32,742	2,725	7,285	357	154
Home Economics	766	15,077	161	1,900	60	141
Interdisciplinary Studies	12,883	11,468	1,179	1,011	446	165
Law	170	93	210	32	8	1
Letters	9,306	14,775	2,297	3,704	645	483
Library Science	24	482	859	3,517	22	21
Mathematics	4,290	3,064	1,427	859	376	70
Military Sciences	334	12	38	—	—	—
Physical Sciences	11,364	3,060	3,344	718	1,809	208
Psychology	10,766	16,203	2,130	2,181	924	570
Public Affairs and Services	12,833	15,531	5,727	5,942	95	46
Social Sciences	38,686	27,793	5,298	2,857	1,436	498
Theology	1	2	—	—	2	—

Private institutions

	Bachelor's degrees		Master's degrees		Doctor's degrees	
	Men	Women	Men	Women	Men	Women
Agriculture, natural resources	469	188	105	31	15	2
Architecture, environmental design	1,515	624	753	392	46	14
Area Studies	596	869	175	178	53	32
Biological Sciences	10,801	7,744	933	706	708	318
Business and Management	44,524	18,292	22,680	5,376	244	31
Communications	3,669	3,656	594	560	45	17
Computer and Information Sciences	1,483	511	1,119	255	69	11
Education	6,903	21,668	8,679	20,331	1,229	975
Engineering	15,023	1,593	5,228	376	905	32
Fine and Applied Arts	6,216	10,440	1,434	1,623	174	105
Foreign Languages	1,112	3,697	248	616	124	153
Health Professions	3,393	18,716	1,793	3,834	97	110
Home Economics	124	2,490	61	398	11	7
Interdisciplinary Studies	4,445	5,778	1,628	768	58	40
Law	234	181	1,182	223	31	6
Letters	8,481	9,806	1,155	1,768	496	306
Library Science	6	46	302	1,252	12	15
Mathematics	2,653	1,894	562	198	232	52
Military Sciences	1	—	—	—	—	—
Physical Sciences	6,712	2,227	1,128	274	945	142
Psychology	5,883	10,160	1,558	2,162	679	501
Public Affairs and Services	5,210	5,225	4,170	4,262	162	65
Social Sciences	24,730	18,153	3,061	1,703	1,056	370
Theology	4,551	1,564	2,418	1,140	1,173	57

All institutions

	Bachelor's degrees		Master's degrees		Doctor's degrees	
	Men	Women	Men	Women	Men	Women
Agriculture, natural resources	16,944	6,303	3,199	808	877	73
Architecture, environmental design	6,896	2,401	2,235	889	74	22
Area Studies	1,087	1,515	394	379	85	48
Biological Sciences	29,471	20,105	4,287	2,592	2,640	908
Business and Management	121,545	53,875	40,948	9,698	762	101
Communications	13,269	13,201	1,483	1,399	138	54
Computer and Information Sciences	6,306	2,463	2,480	575	206	30
Education	34,285	93,568	35,100	76,734	4,468	3,263
Engineering	57,593	5,207	14,558	952	2,423	83
Fine and Applied Arts	15,393	25,619	3,933	4,591	454	246
Foreign Languages	2,887	9,147	742	1,698	296	345
Health Professions	11,265	51,458	4,518	11,119	454	264
Home Economics	890	17,567	222	2,298	71	148
Interdisciplinary Studies	17,328	17,246	2,807	1,779	504	205
Law	404	274	1,392	255	39	7
Letters	17,787	24,581	3,452	5,472	1,141	789
Library Science	30	528	1,161	4,769	34	36
Mathematics	6,943	4,958	1,989	1,057	608	122
Military Sciences	335	12	38	—	—	—
Physical Sciences	18,076	5,287	4,472	992	2,754	350
Psychology	16,649	26,363	3,688	4,343	1,603	1,071
Public Affairs and Services	18,043	20,756	9,897	10,204	257	111
Social Sciences	63,416	45,946	8,359	4,560	2,492	868
Theology	4,552	1,566	2,413	1,140	1,175	57

First-professional degrees

	Public institutions		Private institutions		All institutions	
	Men	Women	Men	Women	Men	Women
Chiropractic	—	—	1,590	189	1,590	189
Dentistry	2,909	393	1,927	259	4,836	652
Law, general	9,336	3,802	15,967	6,282	25,303	10,084
Medicine	7,122	1,982	4,351	1,470	11,473	3,452
Optometry	297	54	613	82	910	136
Osteopathic Medicine	281	63	617	104	898	167
Pharmacy	194	114	215	116	409	230
Podiatry, Podiatric Medicine	—	—	531	41	531	41
Theological professions	—	—	5,741	866	5,741	866
Veterinary Medicine	1,120	436	98	60	1,218	496

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

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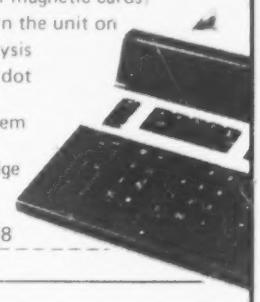

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THE CHRONICLE
of Higher Education

ISSN 0009-5982

December 1, 1980 • $1.25
Volume XXI, Number 15

News Summary

Articles on inside pages

President-elect Reagan has made the Hoover Institution on War, Revolution and Peace a key part of his "brain trust." The first of three articles about the research centers he is drawing on appears on Page 3.

Academic employees in the giant California State University and Colleges system are expected to vote in favor of collective bargaining next year. Story on Page 4.

American colleges are "tired" institutions, says Ernest L. Boyer, Jr., president of the Carnegie Foundation. Story on Page 6.

Many professors of business and economics augment their base salaries by a third with outside income. Story on Page 7 and a table showing supplemental income by discipline group on Page 8.

A new controversy has developed over the proper distribution of federal aid to students in public and private colleges. Story on Page 11.

Foreign medical schools that attract many American students don't offer adequate clinical training, says a new report. Story on Page 11.

Colleges and universities have no particular economic incentive to reduce their costs, writes economist Howard R. Bowen in *The Costs of Higher Education*. Story on Page 19.

Higher education is still considered a luxury in Zimbabwe, where thousands of former guerrilla fighters make up part of a "lost generation." Story on Page 17.

Israeli troops fire warning shots during new demonstrations by Arab students at Bir Zeit University on the West Bank. Story on Page 17.

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U.S. Employment Panel to Sue TIAA over Equal Pensions for Men, Women

Agency accepts plan for future 'unisex' benefits, but balks at present unequal payments

By Cheryl M. Fields

WASHINGTON

The Equal Employment Opportunity Commission plans to sue the Teachers Insurance Annuity Association–College Retirement Equities Fund and the 3,400 institutions that offer its pension plans, asking that all benefits paid to women be made equal to those paid to men.

The commission also announced that it had accepted a plan under which the pension association would use a new "unisex" mortality table to determine the premiums to be paid by men and women, as well as the benefits that those premiums would provide for future retirees.

Nevertheless, the commission said, it will sue T.I.A.A.-C.R.E.F. because the company has not agreed to pay equal benefits either to women now retired or to presently working women based on the premiums they have paid in the past.

According to guidelines issued by the E.E.O.C., payment of unequal benefits to women and men who have earned the same salaries and paid the same premiums violates Title VII of the Civil Rights Act of 1964, which bars employment bias based on race, sex, color, religion, or national origin.

Under the T.I.A.A-C.R.E.F. plans, women who paid the same premiums as men received lower monthly benefits at retirement because the company used separate mortality tables for determining the benefits paid to males and females. The latter received less because the average woman lives longer than the average man.

"The commission's contention is that if benefits, based on past premiums, are not equalized, T.I.A.A.-C.R.E.F. will be paying lower benefits to women, as opposed to identically situated men, for another 50 or 60 years," the E.E.O.C. said in a statement.

Suit to Seek 'Back Pay'

A lawyer at the employment commission, Ruth Weyant, said the lawsuit, to be filed soon in U.S. District Court for the Southern District of New York, would ask that all future payments to women be made equal to the payments men receive. Included would be payments to women now retired and payments to women who retire in the future but who paid premiums before the unisex mortality table was adopted.

The commission will also seek "back pay" for retired women. The suit will ask that they be paid the difference between the pension benefits they received and those they would have received had they been male, retroactive to two years before the date the lawsuit was filed, Ms. Weyant said.

The agreement by T.I.A.A.-C.R.E.F. to adopt the new unisex tables for future premiums and benefits "marks the first time that any American insurance company has converted its annuity-program operations to the sex-neutral basis required by E.E.O.C. guidelines," the commission said. "The new premium rates and annuity standards will provide parity in monthly retirement benefits based on equal premiums at the same age."

The commission noted that T.I.A.A.-C.R.E.F. was the country's seventh largest insurance company in terms of assets.

Ms. Weyant said the pension firm had agreed that neither employees nor universities would have to pay higher premiums in the future because of the unisex mortality table.

Women at several universities have filed lawsuits against T.I.A.A., and the E.E.O.C. noted that judges in two of the cases had enjoined Wayne State University and Long Island University "from continuing

Continued on Page 13, Column 1

Science Foundation to Stress Technology, Still Aid Basic Research, New Chief Says

By Anne C. Roark

WASHINGTON

The National Science Foundation, the federal government's agency for basic scientific research, will put more emphasis on applied engineering and technology for the next few years, says John B. Slaughter, its incoming director.

While insisting that the foundation will not abandon its support of basic research, especially in the biological sciences, Mr. Slaughter said he believed that the government under the new Reagan Administration could do "a better job of integrating applied research throughout N.S.F."

Mr. Slaughter made his remarks to the Council of Scientific Society Presidents, a group comprising leaders of 27 scientific organizations that represent over half a million scientists in the United States.

Few of the researchers at the meeting here were willing to comment publicly on the planned shift in N.S.F.'s emphasis, largely because Mr. Slaughter said he had to be "restrained" in spelling out details of the plan until after the new Administration had completed work on its budget for fiscal 1982.

NSF's John B. Slaughter

Some university spokesmen said privately that they were afraid the Reagan Administration might put too much time and money into applied research, with its immediate but often limited payoffs, to the detriment of basic research, with its more uncertain, but potentially more dramatic, results.

Mr. Slaughter argued, however, that a stronger technological and engineering component at the science foundation would be necessary to answer growing fears that the country's capacity for industrial innovation has weakened in recent years.

To carry out the task, he said, N.S.F. should find "new funds," rather than divert any of the $1-billion now budgeted for basic scientific studies.

Mr. Slaughter said he was opposed to a proposal being considered by the House of Representatives to create a separate engineering foundation.

"Resources are scarce enough, and having to divide them would be unfortunate," he told the council.

What he does want, he said, is to stop "artificially" separating basic research from applied technology.

At Mr. Slaughter's urging, the first step toward integrating basic and applied research was taken late last month by the governing body of the foundation. The

Continued on Page 13, Column 1

Business Professors Found Earning Highest Extra Pay

Professors of business and economics last year collected thousands of dollars in consulting fees and pay for extra professional services, augmenting their base salaries by more than a third.

In contrast, professors in the humanities stretched their income by an average of only 14 per cent with extra earnings.

Those differences in supplemental income are shown in a *Chronicle* survey of 2,400 faculty members. Overall figures on extra income, without regard to academic discipline, were published in the November 17 issue of *The Chronicle*.

Tables showing supplemental income by discipline groups appear on the following page.

Nine out of ten professors in business and economics reported extra earnings during the past year. Their average extra pay was $11,517.

Additional income also was high for faculty members in engineering and computer science. Eighty-five per cent of the full professors in those fields reported extra earnings averaging $10,091, or about a third of their base salaries.

In the humanities, three out of four full professors reported extra income, but it averaged only $3,590. For full professors in agriculture, home economics, and nursing, the average was even lower—$3,064.

The extra earnings reported in the *Chronicle* survey comprise only income from professional work. They do not include royalties, investment income, rents, or gifts.

Two kinds of extra earnings were reported:

▶ Payments above base salary by a faculty member's own institution for research, additional teaching, administrative duties, or other services.

▶ Payments from outside sources for consulting, research work, teaching at another institution, or other services.

$5,521 Average in Engineering

Average extra earnings from their own institutions ranged from $5,521 for full professors in engineering to $2,811 for those in the humanities.

In engineering, the proportion of faculty members reporting extra earnings from their own institutions was higher for associate professors (77 per cent) and assistant professors (74 per cent) than for full professors (61 per cent).

In the social sciences and in science and mathematics, extra earnings from their own institutions were less common for assistant professors than for those in the upper ranks. Such earnings were reported by more than 70 per cent of the full professors and associate professors in both areas, and by fewer than 60 per cent of the assistant professors.

Average earnings from outside their institutions were highest for full professors in business and economics. Three out of four in that category reported outside earnings averaging $9,126, equal to 30 per cent of their base salary.

Average earnings from outside their institutions were highest for full professors in business and economics. Three out of four in that category reported outside earnings averaging $9,126, equal to 30 per cent of their base salaries.

The *Chronicle* survey was designed and conducted by John Minter Associates of Boulder, Colo., a research organization specializing in higher-education studies. Data on salary and earnings were obtained this fall from about 2,400 persons in a sample of 4,800 full-time faculty members. The statistics were weighted to reflect earnings of all faculty members in each category. —JACK MAGARRELL

In the combustion phase, tests were performed at over one hundred operating conditions of varied spark timing, spark plug location, engine speed and intake valve geometry. Detailed thermodynamic analyses were applied to the recorded cylinder pressures to calculate flame speeds throughout combustion. High-speed films were analyzed frame by frame to validate flame speeds and to characterize how gas motions influence the initial flame.

The researchers used these measured flame speeds, turbulence intensities, and the conditions under which they occurred to formulate a burning law for engine flames. They divided the combustion event into four stages. The initiation stage begins with ignition and ends as the flame grows to consume one percent of the fuel mass. In the second stage, the flame accelerates and thickens in response to the turbulent field. The third stage exhibits peak flame speed. In the final stage, the thick flame interacts increasingly with the chamber walls and decelerates.

OVER THE RANGE of turbulent intensities encountered in engines, the researchers were able to describe the turbulent burning velocity, S_T, during the critical third stage of combustion with the expression:

$$S_T = 2.0\, S_L + 1.2\, u'\, P_R^{0.82}\, \beta$$

S_L, the laminar flame speed—a known function of pressure, temperature and mixture composition—is the flame speed that would exist without turbulence. The variable u' is the turbulence intensity. P_R represents a pressure ratio accounting for combustion-induced compression of the unburned mixture. The dimensionless factor β accounts for the effect of spark timing on geometric distortion of the flame which occurs during the first combustion stage and persists into the later stages.

The researchers also observed that the burning velocity in the second stage increases in proportion to flame radius, and that in predicting the energy release rate from the burning velocity equation, it is necessary to account for the finite flame-front thickness.

"The form of our burning equation," says Dr. Matekunas, "shows a satisfying resemblance to expressions for non-engine flames. This helps link complex engine combustion phenomena to the existing body of knowledge on turbulent flames."

"We see this extension," adds Dr. Groff, "as a significant step toward optimizing fuel economy in automotive engines."

THE MEN BEHIND THE WORK

Drs. Matekunas and Groff are senior engineers in the Engine Research Department at the General Motors Research Laboratories.

Both researchers hold undergraduate and graduate degrees in the field of mechanical engineering.

Dr. Matekunas (right) received his M.S. and Ph. D. from Purdue University, where he completed graduate work in advanced optics applications.

Dr. Groff (left) received an M.S. from California Institute of Technology and a Ph. D. from The Pennsylvania State University. His doctoral thesis explored the combustion of liquid metals.

General Motors welcomed Dr. Matekunas to its staff in 1973, and Dr. Groff in 1977.

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Teachers of Adults Told to Force College Changes

ST. LOUIS

If schools of education are to train educators to teach adults, not just students from kindergarten through high school, faculty members who are interested in lifelong learning will have to "force change through powerful outside pressure," according to an administrator at the University of Oklahoma.

Addressing educators at a national adult-education conference here, Richard Wisniewski, dean of the college of education at Oklahoma, said most schools of education were "so slow and so plodding" they would never make changes from within.

"Education schools want to stay on track. They have organized their education programs so that any deviation is a problem. They are bound into K-12 [kindergarten through twelfth grade] and they ignore preparation of educators to deal with the full lifespan of education," he said.

2 or 3 Courses in a Lifetime

"If you can introduce two or three new courses in a college of education during a lifetime, you are ahead of the game. That is how minuscule progress is," Mr. Wisniewski said. He urged educators of adults "to push for new programs and expansion of adult education in schools of education, but understand that you will not accomplish much because the schools are so narrow in focus and so caught up in tradition."

The only way for faculty members interested in adult education to "alter programs in the schools of education" is to bring pressure from the outside, Mr. Wisniewski said.

He made several recommendations to educators:

▶ Develop a coalition with school officials and with the public that can bring pressure on schools of education to provide adult-education programs. Faculty members should help "create a demand for adult education that will force a response from the schools," he said.

▶ Work with state legislators "to pass mandates for lifelong learning." Mr. Wisniewski said schools of education would respond because "they can't ignore a legislative mandate. There has never been a school of education that has gone to court over a legislative mandate."

▶ Adopt an approach of "each one teach one." Adult-education faculty members "should create at least one friend on the regular faculty and get him out of the school of education to see the rest of the world," Mr. Wisniewski said. That way, he said, "adult educators can help bring vitality into schools of education."

—BEVERLY T. WATKINS

CHRONICLE PREVIEW

Faculty Earnings, by Discipline, Beyond Basic Salary in 1979-80

Annual earnings above base salary from within the institution

Discipline group	All 4-year institutions: Per cent reporting earnings	All 4-year institutions: Average amount of earnings	All 4-year institutions: Per cent of base salary	All public institutions: Per cent reporting earnings	All public institutions: Average amount of earnings	All public institutions: Per cent of base salary	All institutions: Per cent reporting earnings	All institutions: Average amount of earnings	All institutions: Per cent of base salary
Arts, fine and applied (a)									
Professor	52.7%	$2,811	10.8%	56.8%	$2,552	10.8%	55.6%	$2,852	11.2%
Assoc. professor	39.9%	2,014	9.6%	41.1%	2,084	9.4%	42.1%	1,994	9.4%
Ass't professor	56.9%	1,907	13.6%	58.9%	2,099	14.6%	58.9%	1,823	12.7%
Business and economics (b)									
Professor	76.7%	$4,781	16.4%	82.6%	$5,193	17.9%	78.4%	$4,721	16.6%
Assoc. professor	79.2%	4,746	19.4%	80.1%	4,492	18.8%	77.5%	4,530	18.9%
Ass't professor	71.6%	4,545	22.6%	72.0%	4,485	22.3%	71.7%	4,468	22.6%
Engineering and computer science (c)									
Professor	61.4%	$5,781	19.1%	66.2%	$4,437	15.6%	61.0%	$5,521	18.7%
Assoc. professor	79.2%	4,483	19.9%	75.5%	4,526	20.6%	77.5%	4,467	19.9%
Ass't professor	75.4%	4,859	24.2%	71.2%	4,552	22.6%	73.8%	4,773	23.8%
Humanities, languages, literature, communications (d)									
Professor	61.3%	$2,794	11.2%	61.4%	$3,096	12.3%	60.1%	$2,811	11.4%
Assoc. professor	55.0%	2,607	13.4%	59.7%	2,667	12.8%	55.8%	2,543	13.0%
Ass't professor	62.7%	2,030	12.4%	70.3%	2,075	12.7%	60.7%	1,994	12.2%
Physical education (e)									
Professor	48.1%	$3,354	12.4%	58.5%	$3,503	13.2%	53.3%	$3,512	13.3%
Assoc. professor	72.5%	2,541	12.8%	85.9%	2,353	11.3%	77.6%	2,305	11.4%
Ass't professor	56.4%	2,578	15.6%	52.9%	3,351	19.6%	56.3%	3,037	18.0%
Science and mathematics (f)									
Professor	73.1%	$4,478	16.1%	71.7%	$4,829	17.5%	71.6%	$4,456	16.1%
Assoc. professor	71.2%	3,745	17.9%	71.5%	4,207	19.6%	72.8%	3,692	17.7%
Ass't professor	52.8%	2,752	15.9%	54.4%	2,403	14.5%	57.5%	2,767	16.3%
Social sciences (g)									
Professor	71.9%	$5,243	19.6%	80.3%	$5,242	19.9%	71.5%	$5,145	19.3%
Assoc. professor	75.0%	3,390	16.4%	74.1%	3,318	15.7%	75.8%	3,325	16.1%
Ass't professor	55.4%	3,470	19.5%	63.1%	2,791	15.2%	58.0%	3,309	18.5%
Vocational education, home economics, nursing, and health (h)									
Professor	—	—	—	65.2%	$3,054	13.2%	64.7%	$3,121	13.4%
Assoc. professor	—	—	—	60.7%	2,598	13.4%	54.5%	2,652	13.5%
Ass't professor	50.6%	$1,431	8.0%	63.6%	1,153	6.7%	55.2%	1,417	8.0%

Annual extra earnings from outside the institution

Discipline group	All 4-year institutions: Per cent reporting earnings	All 4-year institutions: Average amount of earnings	All 4-year institutions: Per cent of base salary	All public institutions: Per cent reporting earnings	All public institutions: Average amount of earnings	All public institutions: Per cent of base salary	All institutions: Per cent reporting earnings	All institutions: Average amount of earnings	All institutions: Per cent of base salary
Arts, fine and applied (a)									
Professor	71.8%	$3,654	13.1%	68.2%	$3,449	12.6%	67.9%	$3,254	11.7%
Assoc. professor	57.9%	2,308	11.7%	68.9%	2,349	11.7%	60.5%	2,261	11.4%
Ass't professor	69.4%	2,537	17.1%	72.9%	2,737	17.4%	72.0%	2,623	16.9%
Business and economics (b)									
Professor	77.9%	$9,896	32.3%	76.8%	$7,799	26.9%	75.3%	$9,126	30.2%
Assoc. professor	81.2%	5,171	21.6%	78.5%	4,286	18.1%	77.5%	4,896	20.7%
Ass't professor	64.2%	4,558	23.2%	64.8%	4,265	23.1%	64.7%	4,375	22.6%
Engineering and computer science (c)									
Professor	73.9%	$7,340	24.7%	69.1%	$5,761	20.5%	71.0%	$7,337	25.1%
Assoc. professor	64.9%	5,509	23.4%	50.9%	5,039	20.2%	63.7%	5,499	23.3%
Ass't professor	54.1%	3,830	20.3%	44.2%	4,643	25.4%	53.8%	4,480	24.1%
Humanities, languages, literature, communications (d)									
Professor	47.6%	$2,501	9.5%	40.4%	$2,051	7.1%	45.0%	$2,440	9.4%
Assoc. professor	31.4%	1,373	7.2%	30.5%	964	5.0%	31.0%	1,384	7.3%
Ass't professor	49.0%	1,046	6.1%	47.6%	1,080	6.3%	46.3%	995	5.8%
Physical education (e)									
Professor	40.7%	$3,605	15.0%	43.4%	$3,200	13.2%	43.3%	$3,465	14.6%
Assoc. professor	37.7%	2,019	10.6%	37.5%	1,779	8.8%	37.6%	1,853	9.4%
Ass't professor	36.2%	1,124	7.1%	32.9%	1,386	8.0%	39.3%	1,416	8.5%
Science and mathematics (f)									
Professor	43.3%	$2,484	9.7%	48.3%	$2,097	8.2%	42.9%	$2,442	9.6%
Assoc. professor	35.5%	2,503	12.3%	31.8%	2,265	10.8%	33.7%	2,474	12.1%
Ass't professor	33.2%	3,041	19.0%	24.1%	2,737	15.3%	28.3%	3,041	19.0%
Social sciences (g)									
Professor	62.3%	$3,717	12.6%	54.9%	$3,070	11.5%	60.6%	$3,729	12.7%
Assoc. professor	67.0%	2,255	11.1%	68.1%	2,195	10.6%	64.6%	2,278	11.2%
Ass't professor	35.8%	836	5.4%	33.5%	402	2.2%	37.4%	860	5.4%
Vocational education, home economics, nursing, and health (h)									
Professor	—	—	—	37.9%	$1,738	7.4%	36.8%	$1,738	7.4%
Assoc. professor	—	—	—	48.2%	5,096	30.3%	50.0%	4,642	26.8%
Ass't professor	65.2%	$2,253	13.3%	60.2%	3,024	17.9%	62.9%	2,370	14.0%

Total annual earnings above base salary

Discipline area	All public institutions: Per cent reporting earnings	All public institutions: Average amount of earnings	All public institutions: Per cent of base salary	All institutions: Per cent reporting earnings	All institutions: Average amount of earnings	All institutions: Per cent of base salary
Arts, fine and applied (a)						
Professor	85.6%	$ 4,440	17.2%	85.2%	$ 4,454	16.6%
Assoc. professor	78.1%	3,165	15.3%	75.4%	2,927	14.4%
Ass't professor	89.1%	3,624	23.8%	86.9%	3,410	22.7%
Business and economics (b)						
Professor	92.8%	$11,084	38.2%	91.8%	$11,517	39.0%
Assoc. professor	91.4%	7,618	32.1%	91.9%	7,949	33.4%
Ass't professor	81.6%	7,344	37.9%	85.0%	7,102	36.3%
Engineering and computer science (c)						
Professor	85.3%	$ 8,111	28.7%	85.0%	$10,091	34.4%
Assoc. professor	86.8%	6,894	29.8%	91.2%	7,636	33.2%
Ass't professor	86.5%	6,116	31.6%	89.2%	6,654	34.2%
Humanities, languages, literature, communications (d)						
Professor	77.4%	$ 3,525	13.5%	77.7%	$ 3,590	14.2%
Assoc. professor	67.8%	2,785	13.5%	64.3%	2,876	14.8%
Ass't professor	83.6%	2,360	14.3%	74.4%	2,160	13.0%
Physical education (e)						
Professor	67.9%	$ 5,061	19.8%	65.0%	$ 5,192	20.7%
Assoc. professor	85.9%	3,129	15.2%	81.2%	3,064	15.3%
Ass't professor	64.7%	3,447	20.1%	68.8%	3,294	19.6%
Science and mathematics (f)						
Professor	85.7%	$ 5,222	19.3%	82.5%	$ 5,137	19.0%
Assoc. professor	81.6%	4,573	21.4%	81.7%	4,311	20.8%
Ass't professor	71.5%	2,749	16.2%	70.8%	3,464	20.9%
Social sciences (g)						
Professor	84.2%	$ 7,001	26.5%	85.1%	$ 6,983	25.2%
Assoc. professor	91.1%	4,341	20.7%	91.4%	4,368	21.3%
Ass't professor	83.7%	2,262	12.3%	75.8%	2,957	16.9%
Vocational education, home economics, nursing, and health (h)						
Professor	87.9%	$ 3,013	12.9%	86.8%	$ 3,064	13.1%
Assoc. professor	78.6%	5,135	28.9%	75.8%	4,974	27.4%
Ass't professor	83.0%	3,080	18.1%	80.2%	2,835	16.5%

— Indicates too little data for reliable estimate.
(a) Includes architecture; art history; cinema; dance; music; and theater.
(b) Includes business administration and management; hospital administration; business law; accounting; marketing; and finance.
(c) Includes chemical; civil; construction; electrical; electronic; industrial; and mechanical engineering; applied mechanics; and computer science.
(d) Includes classics; American and English literature; English and writing; foreign languages; foreign literature; journalism; radio; television; broadcasting; linguistics; philosophy; religion; and speech.
(e) Includes coaching; exercise physiology; movement science; and recreation.
(f) Includes astronomy; biology; biochemistry; biophysics; botany; chemistry; earth sciences; environmental science; forestry; geology; meteorology; pharmacy; physics; physiology; statistics; and zoology.
(g) Includes anthropology; child development; clinical psychology; elementary education; secondary education; educational psychology; educational administration; geography; government; history; political science; psychology; sociolgy; and social work.
(h) Includes agriculture; family relations; health and safety; food sciences; health professions other than nursing; human ecology; nutrition; occupational therapy; physical therapy; public health; drafting; electronic; and engineering technology; and textiles.
(i) One fourth of the faculty members reporting other earnings received more than this amount.
(j) One half of the faculty members reporting other earnings received more than this amount.
(k) One fourth of the faculty members reporting other earnings received less than this amount.

Note: Survey data is based on responses of approximately 2,400 individuals in a sample of 4,800, weighted to represent full-time faculty members on 9-month or 10-month contracts at colleges and universities of all types except law schools, medical schools, proprietary institutions, or colleges with fewer than 500 students. Statistical confidence limit for earnings estimates is ± 3 per cent.

SOURCE: SURVEY DESIGNED FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

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ONLY THE FOLLOWING PAGES OF THIS PUBLICATION

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CHRONICLE of Higher Education

ISSN 0009-5982

December 8, 1980 • $1.25
Volume XXI, Number 16

News Summary

Articles on inside pages

The origins of the prestigious Center for Strategic and International Studies at Georgetown University were much more humble than its present status would indicate. Story on Page 3.

A court has overturned the conviction of a political activist accused of trespassing on Princeton University grounds. Story on Page 2.

The chemistry department at the University of Wisconsin at Madison wants a tenured professor retired against his will. Story on Page 7.

Corporations increased their contributions to education by more than 17 per cent in 1979, a study finds. Story on Page 6.

The Internal Revenue Service has decided not to revoke the tax-exempt status of the American Chemical Society. Story on Page 11.

Despite a court order, the U.S. Office for Civil Rights is "irretrievably" behind schedule in clearing up sex-bias complaints, a commission charges. Story on Page 11.

New federal rules for the handling of hazardous wastes are seen as both an unwelcome burden and a needed remedy. Story on Page 13.

Ad-filled magazines keyed to the interests of high-school and college students have proved a gold mine for the 13-30 Corporation and its owners. Story on Page 17.

Chinese universities are experiencing demonstrations after years of apparent calm. Story on Page 15.

Unrest at Arab universities on the West Bank may lead to a shutdown of one or more. Story on Page 15.

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Students Strike, Win Concessions Amid Growing Tension in Poland

By Sue Masterman

WARSAW

Amid growing indications that the Soviet Union may intervene to prevent further liberalization in Poland, students at the country's universities, colleges, and high schools have won concessions from the government that could lead to the establishment of an independent student union.

The concessions came after a short but effective strike that began in the last week of November at Warsaw University and quickly spread to other institutions.

The government apparently yielded to the students' demands in an effort to assure a calm climate for the meeting of the Communist Party Central Committee that ended here last week.

The students' original request for registration of their union was rejected in November by a Warsaw district court, on the grounds that the students had no trade and therefore could not join or form a trade union. The students then said they would

Continued on Page 16, Column 3

WIDE WORLD

Students at Warsaw University stage a sit-in to demand an independent association. The group won some concessions from the Polish government.

Colleges Give Bigger Raises to Women but Men's Average Pay Is Still Higher

By Jack Magarrell

Colleges and universities this year gave bigger pay increases to women than to men on their faculties, but the women's average pay remains substantially lower than the men's.

A *Chronicle of Higher Education* survey has found that female faculty members are being paid an average of $20,106 this fall, compared with $24,402 for males.

The salary figures are for full-time faculty members on 9-month or 10-month contracts for academic 1980-81.

The average salary this fall, compared with a year ago, is 9.6 per cent higher for women and 8.8 per cent higher for men.

The survey found that the average salary for nonwhite faculty members, of all ranks and at all types of institutions, is $22,292, an increase of 8.6 per cent over last year.

The average salary for all faculty members, according to *The Chronicle*'s survey, is $23,658, a one-year gain of 8.9 per cent.

The gap between men's and women's salaries is larger, on the average, at private colleges and universities than at public institutions, the survey found. At private institutions, faculty salaries are 28 per cent higher for men than for women; at public institutions, they are 23 per cent higher.

Salaries paid to men on the faculties of research universities are 30 per cent higher than those paid to women. The difference is about 20 per cent at other universities granting doctoral degrees and at comprehensive colleges and universities. At less selective liberal-arts colleges and at public two-year institutions, the difference is about 9 per cent.

The salary gap between men and women varies by discipline.

Men in the fields of business and economics are paid, on the average, nearly 25 per cent more than women in the same departments. The gap widened in the past year, with women getting average raises of 8.7 per cent, compared with 9.6 per cent for men, according to estimates based on *The Chronicle*'s survey.

In the humanities, women's pay raises averaged 10.1 per cent, compared with 8.7 per cent for men. But the men's average salary of $24,088 is nearly 24 per cent higher than the women's average of $19,478.

Continued on Page 6, Column 1

Sports Organizations Set to Debate Question of Women's Championships

By Cheryl M. Fields

Moves by men's athletic organizations to establish championships for women are expected to dominate discussions at the delegate assembly of the Association for Intercollegiate Athletics for Women in Detroit next month.

But the next crucial step in the controversy won't be taken until a few days later, when the National Collegiate Athletic Association holds its annual meeting in Miami.

There, N.C.A.A. members are expected to decide if they want to:

▶ Establish women's sports championships for the big-time Division I institutions.

▶ Add new championships to the women's program that Divisions II and III voted last year to establish in 1981-82.

▶ Postpone offering women's championships.

▶ Rescind the earlier approval of women's championships altogether.

All of those options are offered in resolutions before the N.C.A.A. delegates, in addition to several other resolutions designed to establish eligibility standards for

Continued on Page 9, Column 1

Statements by three intercollegiate sports organizations on the issue of women's championships appear on Pages 8 and 9.

Georgetown

Continued from Preceding Page

stands as an institution. However many scholars at the center, as individuals, have been outspoken critics of the Carter Administration's foreign and defense policies and have advocated a generally hard-line stance in U.S. relations with the Soviet Union and on other strategic issues.

Stanley Hoffmann, professor of government at Harvard University, says that evaluations of the center's research, as in most foreign-policy debates, are likely to be influenced by partisan considerations. "When you're dealing with assumptions about enemy behavior," he says, "you're much more in the realm of faith and theology than scholarship."

So, while many foreign-affairs specialists credit the Georgetown center with having attracted a distinguished group of policy analysts, other academics—particularly those who have ideological differences with scholars at the center—say the group's research is limited by what they regard as a hawkish party line.

'Obsessed with East-West Conflict'

"Their ideological bias is usually so strong that it reduces to a great extent the value of their research," says Piero Gleijeses, professor of Latin American studies at the Johns Hopkins University's School of Advanced International Studies. "They are basically obsessed with the East-West conflict."

"They are fairly conservative and hawkish in their outlook, and within that framework, their work is not unreasonable," says one foreign-affairs specialist who asked not to be named. "But you give me a question, and I'll predict what they'll say about it."

Officials of the Georgetown center strenuously object to attaching ideological labels to the institute, maintaining that it is committed to objective scholarship and has tried to include representatives of diverse points of view on its staff, advisory boards, and discussion panels.

In addition, they say, it is the quality and not the ideology of the staff that constitutes the center's main attraction for them.

"The collection of people here have a certain uniqueness about them," says Paul Craig Roberts, a senior fellow who has also been a professor of business administration at George Mason University, a Congressional aide, and an editor of the *Wall Street Journal*. "It's the difference between having a strictly academic faculty and having a faculty of people who have been academics but who also have gained valuable experience, who have developed a judgment about things other than theories. It adds a dimension of reality that makes the life of the mind more interesting."

Best of Both Worlds

Penelope Hartland-Thunberg, a senior fellow at the center and a former member of the Board of Estimates of the Central Intelligence Agency, says that the Georgetown center combines the best of the academic and political worlds.

In government work, she says, "there's so little time to think about anything but the immediate problems of today and yesterday."

In her earlier academic posts at Brown University and elsewhere, Ms. Hartland-Thunberg says she found that "teaching, if you're conscientious, takes a great deal of time and energy, and doesn't leave much time for research. . . . 'A' students are stimulating, a sheer delight, but 'C' students are drudgery."

Residents at the center say there are inevitable conflicts between its aims of producing scholarly research and addressing practical problems. However, Edward N. Luttwak, a senior fellow in strategic studies, says the center's researchers resolve that tension between theory and practice "by being as careful and loyal to the facts as a scholar must be, but always with an eye on the needs of the nation."

Mr. Luttwak, who once was affiliated with the Johns Hopkins international-studies school, sums up his reasons for joining the Georgetown center in two words: "David Abshire."

Mr. Luttwak credits Mr. Abshire, the center's chairman, with the ability to identify and bring top scholars to Georgetown, and to motivate them to do high-quality research.

"He knows what good scholarship is," Mr. Luttwak says. "That's not so easy now in this country, when every idiot has a Ph.D. and a bibliography."

With so many of their colleagues working with Mr. Reagan's transition team, one research fellow says, "we are all acutely interested" in what will happen to the center if top staff members leave for government posts.

'A National Disaster'

While another research fellow said he was confident that "nothing much would change except the names on the letterhead," others are not quite so sanguine.

If Mr. Abshire were to leave the center for a job in the Reagan Administration, "it would be a national disaster," Mr. Luttwak says, "because without him, I don't know how the center will survive."

Others say they doubt Mr. Abshire would accept a government post if one were offered.

"Why should he?" says Ms. Hartland-Thunberg. "He's already influential, a power behind the scenes. And now he doesn't have to bear the onerous burdens of a government appointment."

FACT-FILE

A Profile of 1978-1979 Ph.D.'s

	Arts and humanities	Computer sciences	Education	Engineering	Life sciences	Mathematics	Physical sciences	Professional fields	Social sciences	All fields[1]
Doctor's degrees conferred	4,143	209	7,370	2,494	5,076	768	3,321	1,414	6,379	31,200
Sex										
Men	61.5%	87.1%	57.9%	97.5%	76.6%	84.6%	89.4%	74.3%	67.0%	71.4%
Women	38.5%	12.9%	42.1%	2.5%	23.4%	15.4%	10.6%	25.7%	33.0%	28.6%
Racial or ethnic group[2]										
American Indian	13.9%		38.8%	3.0%	9.1%		11.5%	1.8%	21.8%	0.5%
Asian	4.9%		8.3%	27.9%	20.0%		22.7%	3.7%	12.6%	8.3%
Black	10.4%		46.4%	3.8%	9.1%		5.0%	5.1%	20.3%	4.6%
Hispanic	16.3%		23.5%	9.6%	12.6%		11.7%	2.1%	18.1%	2.9%
White	14.2%		24.0%	6.1%	16.3%		13.4%	4.9%	21.1%	75.3%
Other and unknown	13.5%		22.4%	7.5%	15.6%		14.1%	4.0%	22.8%	8.4%
Citizenship										
United States	88.2%	77.5%	88.8%	51.9%	79.8%	71.6%	77.4%	80.8%	84.4%	81.3%
Foreign	8.5%	21.1%	8.1%	45.6%	17.4%	26.0%	20.6%	16.9%	11.6%	15.7%
Unknown	3.3%	1.4%	3.1%	2.5%	2.7%	2.3%	2.0%	2.3%	4.0%	3.0%
Marital status										
Married	59.0%	61.7%	69.3%	64.7%	62.6%	51.8%	56.8%	69.3%	57.4%	62.2%
Not married	35.2%	36.4%	26.2%	31.2%	32.9%	44.7%	39.4%	27.2%	36.5%	33.0%
Unknown	5.8%	1.9%	4.4%	4.0%	4.5%	3.5%	3.8%	3.5%	6.1%	4.8%
Median age at doctorate	33.0	30.1	36.5	30.3	30.0	29.3	28.9	34.1	31.5	31.9
Median number of years from bachelor's degree to doctorate	10.3	7.5	12.7	7.6	7.3	7.1	6.6	10.7	8.5	9.0
Per cent with bachelor's degrees in same field as doctorate	62.3%	8.6%	38.6%	77.9%	40.7%	81.4%	78.1%	37.5%	56.4%	53.8%
Postdoctoral study										
Fellowship	2.9%	1.9%	1.0%	3.6%	28.8%	6.4%	16.6%	1.2%	6.0%	8.8%
Research associateship	1.0%	4.8%	.8%	8.4%	13.3%	3.4%	23.8%	1.4%	2.6%	6.4%
Traineeship	.2%	.0%	.8%	.8%	2.2%	.7%	.6%	.1%	1.3%	1.0%
Other	1.8%	0%	.8%	.7%	4.4%	1.3%	.8%	.5%	1.2%	1.6%
Postdoctoral employment										
Educational institution	65.6%	46.9%	66.8%	23.4%	25.2%	57.3%	13.3%	68.2%	45.4%	46.0%
Industry or business	5.2%	34.4%	3.9%	41.7%	7.8%	14.3%	28.7%	7.2%	9.1%	12.0%
Government	3.1%	5.3%	10.4%	12.0%	7.9%	6.1%	7.4%	5.7%	13.0%	9.0%
Nonprofit	4.0%	1.0%	4.7%	2.0%	2.1%	1.0%	1.1%	8.8%	8.6%	4.5%
Other and unknown	5.9%	1.0%	4.1%	1.6%	1.9%	1.7%	2.0%	1.1%	4.7%	3.5%
Postdoctoral status unknown	10.2%	4.8%	6.6%	5.7%	6.5%	7.8%	5.8%	5.7%	8.0%	7.2%
Primary postdoctoral work activity										
Research and development	5.0%	59.5%	6.0%	62.4%	45.2%	38.9%	68.2%	10.3%	21.1%	25.0%
Teaching	72.6%	30.4%	40.0%	20.4%	29.6%	49.8%	17.0%	60.4%	42.1%	41.3%
Administration	5.9%	2.0%	32.7%	1.7%	4.5%	2.4%	2.4%	8.1%	6.3%	12.7%
Professional services	3.4%	2.0%	10.5%	3.8%	6.3%	3.7%	2.9%	9.2%	21.5%	10.0%
Other	5.1%	2.7%	2.0%	3.3%	4.2%	1.3%	2.9%	3.7%	2.2%	2.9%
Unknown	8.1%	3.4%	8.8%	8.4%	10.3%	3.9%	6.7%	7.5%	6.8%	7.9%

NOTE: Figures do not include first-professional degrees, such as M.D. or D.D.S.
1. Includes 26 degrees not separately listed.
2. In this category, computer sciences and mathematics are included under physical sciences.

SOURCE: SURVEY OF EARNED DOCTORATES, NATIONAL RESEARCH COUNCIL

Graduate Schools' Enrollment Up 1 Pct. Despite Drop in Applications

By Karen J. Winkler

LAS VEGAS, NEV.

Despite a declining number of applications, total enrollment in graduate schools was up by 1 per cent in 1980, according to a study released last week at the annual meeting of the Council of Graduate Schools here.

The study was conducted by the Graduate Record Examinations Board.

"There don't seem to be any dramatic changes this year," said Bernard V. Khoury, director of the study.

Most significant, he said, is the contrast the report reveals between public and private institutions. At public institutions granting the Ph.D., for example, total enrollment increased 2.1 per cent in a year, while at private Ph.D.-granting schools there was a 1.1-per-cent decrease. At public institutions where the master's is the highest degree offered, enrollment was unchanged from last year; at private master's-degree-granting institutions there was a 1-per-cent decrease.

The public and private institutions were similar in their first-time enrollment.

At the Ph.D. level, it increased by 2.8 per cent over last year at both public and private institutions. At the master's-degree level, it increased by 0.8 per cent at the public institutions and decreased by 1 per cent at the private. The overall increase was 2.4 per cent.

Overall, applications to graduate schools were down in 1980. At public institutions granting the Ph.D. they declined by 2.5 per cent; at private ones, by 1.7 per cent.

Only those offering the master's as their highest degree showed an increase in the number of applications—1.6 per cent at public institutions, 0.8 per cent at private. Overall, applications were down by 1.8 per cent from last year.

The trend toward declining applications and increasing enrollment "has been going on for a couple of years, but we can't really explain it," said Mr. Khoury. He speculated that institutions may be admitting a greater proportion of applicants, and the applicants, being more assured of acceptance, may be applying to fewer institutions.

Graduate Enrollment, 1979 and 1980

	1979	1980	Change
Institutions granting doctoral degrees			
Public	353,162	360,501	+ 2.1%
Private	110,924	109,661	− 1.1%
Public and private	464,086	470,162	+ 1.3%
Institutions granting master's but not doctoral degrees			
Public	111,299	111,347	0.0%
Private	15,929	15,911	− 0.1%
Public and private	127,228	127,258	0.0%
All institutions			
Public	464,461	471,848	+ 1.6%
Private	126,853	125,572	− 1.0%
Public and private	591,314	597,420	+ 1.0%

Note: Figures for both years represent data from 268 institutions that belong to the Council of Graduate Schools.

SOURCE: GRADUATE RECORD EXAMINATIONS BOARD

CHRONICLE PREVIEW

1980-81 Faculty Salaries for Men and Women

	4-year public				4-year private				Total			
	Average	Change †	High *	Low ***	Average	Change †	High *	Low ***	Average	Change †	High *	Low ***
Research universities												
Men	$27,036	9.5%	$30,500	$23,000	$30,805	10.7%	$37,250	$24,000	$28,073	9.9%	$31,920	$23,100
Women	21,670	10.5%	23,000	17,150	—	—	—	—	21,619	10.4%	23,000	17,150
Ph.D.-granting universities												
Men	$24,638	9.3%	$27,807	$20,568	$25,704	10.1%	$28,425	$22,000	$24,789	9.4%	$28,000	$20,600
Women	20,472	10.6%	22,432	17,520	—	—	—	—	$20,594	10.5%	22,432	17,544
Comprehensive universities and colleges												
Men	$24,322	7.6%	$27,500	$20,800	$21,886	9.8%	$25,000	$17,580	$23,790	8.0%	$26,300	$20,000
Women	19,695	9.0%	21,100	16,060	19,858	8.4%	23,500	16,600	19,728	8.9%	22,250	16,525
Selective liberal-arts colleges												
Men	—	—	—	—	$21,765	11.8%	$24,530	$18,400	$21,765	11.8%	$24,530	$18,400
Women	—	—	—	—	—	—	—	—	—	—	—	—
Less-selective liberal-arts colleges												
Men	—	—	—	—	$17,740	8.5%	$19,308	$15,413	$18,129	8.5%	$20,050	$15,500
Women	—	—	—	—	16,585	9.3%	18,100	15,200	16,593	9.3%	18,100	15,200
2-year colleges												
Men	—	—	—	—	—	—	—	—	$22,876	8.0%	$26,000	$19,000
Women	—	—	—	—	—	—	—	—	20,962	9.9%	23,992	17,300
All types combined												
Men	$25,103	8.6%	$28,338	$21,000	$23,649	10.1%	$27,735	$17,990	$24,402	8.8%	$28,000	$20,000
Women	20,404	9.8%	22,900	17,150	18,484	8.6%	20,000	15,810	20,106	9.6%	22,816	16,451

By Discipline

	Women	Men
Arts (a)		
Average salary	—	$22,843
Increase	—	8.1%
High *	—	$26,450
Median **	—	22,263
Low ***	—	18,250
Business (b)		
Average salary	$20,145	$25,141
Increase	8.7%	9.6%
High *	$23,700	$29,100
Median **	18,500	25,000
Low ***	15,894	20,250
Engineering (c)		
Average salary	—	$26,459
Increase	—	9.8%
High *	—	$30,000
Median **	—	25,380
Low ***	—	22,000
Humanities (d)		
Average salary	$19,478	$24,088
Increase	10.1%	8.7%
High *	$22,359	$27,000
Median **	18,375	22,716
Low ***	16,000	19,500
Physical education (e)		
Average salary	$20,439	$22,202
Increase	8.1%	8.2%
High *	$23,700	$25,000
Median **	19,313	21,173
Low ***	17,100	18,500
Science (f)		
Average salary	$20,164	$24,434
Increase	8.9%	9.3%
High *	$23,100	$28,000
Median **	20,000	23,000
Low ***	18,419	20,100
Social sciences (g)		
Average salary	$20,618	$25,334
Increase	8.8%	8.3%
High *	$23,425	$28,338
Median **	19,500	25,000
Low ***	17,472	20,800
Vocational education (h)		
Average salary	$19,936	$21,246
Increase	10.3%	8.5%
High *	$21,705	$24,065
Median **	18,880	20,083
Low ***	16,600	18,250

— Indicates insufficient data for reliable estimate.
† Average salary increase, 1980-81 over 1979-80.
* One fourth of the faculty members receive salaries larger than this amount.
** One half of the faculty members receive salaries larger than this amount.
*** One fourth of the faculty members receive salaries smaller than this amount.
(a) Includes fine and applied arts; architecture; art history; cinema; dance; music; and theater.
(b) Includes economics; business administration and management; hospital administration; business law; accounting; marketing; and finance.
(c) Includes chemical; civil; construction; electrical; electronic; industrial; and mechanical engineering; applied mechanics; and computer science.
(d) Includes classics; American and English literature; English and writing; foreign languages; foreign literature; journalism; radio; television; broadcasting; linguistics; philosophy; religion; and speech.
(e) Includes coaching; exercise physiology; movement science; and recreation.
(f) Includes astronomy; biology; biochemistry; biophysics; botany; chemistry; earth sciences; environmental science; forestry; geology; meteorology; pharmacy; physics; physiology; statistics; and zoology.
(g) Includes anthropology; child development; clinical psychology; elementary education; secondary education; educational psychology; educational administration; geography; government; history; political science; psychology; sociology; and social work.
(h) Includes agriculture; family relations; health and safety; food sciences; health professions other than nursing; human ecology; nutrition; occupational therapy; physical therapy; public health; drafting; electronic; and engineering technology; and textiles.

Note: Survey data is based on responses of approximately 2,400 individuals in a sample of 4,800, weighted to represent full-time faculty members on 9-month or 10-month contracts at colleges and universities of all types except law schools, medical schools, proprietary institutions, or colleges with fewer than 500 students.

Statistical confidence limit for earnings estimates is ± 3 per cent.

SOURCE: SURVEY DESIGNED AND CONDUCTED FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Businesses' Education Aid Up 17 Pct. in 1979, to $870-Million

NEW YORK

Corporations' support of education increased 17.6 per cent in 1979, to $870-million, the Council for Financial Aid to Education estimates.

That was $130 million more than corporations gave to education in 1978.

The figures are based on data gathered from 786 corporations in an annual survey conducted by the council and the Conference Board, a business-research organization.

The study found that education had received 37.7 per cent of the corporations' total contributions in 1979. It was the second year in a row in which the largest share of corporate giving went to education.

Health and welfare organizations received a 35-per-cent share; civic organizations, 11.6 per cent; culture and art, 9.9 per cent; and others, 5.8 per cent.

Support of education amounted to 0.37 per cent of the corporations' net income before taxes, the financial-aid council estimated—a figure that has changed little since 1975.

From 1975 to 1979, corporate support of education increased 93 per cent, while the Consumer Price Index rose 38 per cent.

The report says that during 1979, corporations gave $372-million to their associated foundations. The foundations paid out nearly $352-million, setting aside the remaining $20-million in their reserves for contributions in years of lower profits.

The corporate foundations have increased their reserves by $205-million in the last three years, the report says.

Following are gifts to education per $1,000 of net income before taxes, by industry:

	1978	1979
Printing, publishing	$3.23	$5.65
Textiles, apparel	3.46	4.17
Rubber	4.09	4.12
Primary metals	3.36	3.63
Food, bev., tobacco	2.21	2.92
Pharmaceuticals	2.95	2.91
Transportation equip.	1.80	2.83
Chemicals	2.52	2.66
Stone, clay, glass	3.08	2.62
Merchandising	1.85	2.32
Mining	3.98	2.32
Machinery	1.59	2.28
Paper, allied products	2.66	2.26
Life insurance	1.98	2.20
Electrical machinery	2.17	2.15
Fabricated metals	1.94	2.07
Banks	$1.87	$2.04
Engineering, const.	1.13	1.84
Transportation	1.56	1.60
Finance	1.24	1.52
Business services	1.76	1.22
Petroleum, gas	1.42	1.17
Property and liability insurance	1.10	1.15
Telecommunications	.92	.99
Utilities	.73	.82

Women's, Men's Salaries *Continued from Page 1*

Women in physical-education departments come closer to equal pay than in most other disciplines. The men's average of $22,202 is only 8.6 per cent higher than the women's average of $20,439.

Both men and women in physical education received pay raises averaging 8 per cent this year.

In vocational education, including nursing, other health professions, and home economics, men's salaries are only 6.6 per cent higher than women's. Women received larger raises—10.3 per cent, compared with 8.5 per cent for the men.

Salary differences also vary according to academic rank. Data from *The Chronicle*'s survey indicate that the greatest gap exists at the instructor level, where men's salaries average $20,736, 18 per cent more than the women's average of $17,565.

Among full professors, men average $29,197, 9.5 per cent higher than the women's average of $26,655.

For associate professors, the men's average is $22,921, 4.2 per cent more than the women's $22,006.

For assistant professors, the difference is 7 per cent, with men averaging $18,949 and women $17,711.

The number of nonwhite faculty members in the survey sample was not large enough for valid estimates of salary by rank, discipline, or type of institution.

Data for *The Chronicle*'s survey of 1980-81 salaries were obtained this fall from about 2,400 persons in a sample of 4,800 full-time faculty members.

The survey was designed and conducted for *The Chronicle* by a research organization specializing in higher-education studies—John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

3-Day Furloughs Possible at Michigan State U.

EAST LANSING, MICH.

Trustees of Michigan State University last week were considering an immediate three-day furlough without pay for employees, including administrators and faculty members, and a 20-per-cent surcharge on tuition for the winter term to help compensate for a recent cutback in state funds for higher education.

Reductions in the higher-education budget, which amount to about 5.2 per cent for four-year institutions, are part of a cut in the statewide budget for the present fiscal year. Michigan State's cut amounted to $9-million.

NOTE

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THE CHRONICLE of Higher Education

ISSN 0009-5982

December 15, 1980 • *$1.25*
Volume XXI, Number 17

News Summary

Articles on inside pages

The next issue of The Chronicle will appear on January 12.

The outpouring of emotion over the killing of John Lennon went far beyond the "60's generation" of college students. Story on Page 4.

Barbara Newell, former president of Wellesley College, may be the first woman named to head a statewide university system. Story on Page 2.

Staff members of the American Enterprise Institute say it has served as more than a "government in exile" for Republicans. Story on Page 3.

Sociobiology has not yet "made it" as an organized body of knowledge, some anthropologists say. Story on Page 6.

Job prospects for many college graduates will be good next spring, a new report says. Story on Page 4.

Salaries of tenured faculty members average 36 per cent higher than those of their nontenured colleagues. Story and table on Page 7.

Lawmakers have left final decisions on how much to spend for federal education and health programs to the next Congress. Story on Page 9.

President-elect Ronald Reagan is still committed to abolishing the Department of Education, his principal aide indicates. Story on Page 9.

The Department of Education has "too many checks and balances" to be effective, says one of its top officials. Story on Page 12.

Career counselors in academe are finding Richard Bolles's *What Color Is Your Parachute?* helpful for Ph.D.'s forced to look for jobs outside teaching. Story on Page 15.

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Poland Is Seen Likely to Crack Down on Dissident Professors and Students

By Sue Masterman

VIENNA

Poland's dissident academics and leaders of its independent student movement are afraid they may fall victim to the government's efforts to placate its Soviet critics.

With about 800,000 Warsaw Pact troops perched on its borders, looking for an excuse to lend a "brotherly" helping hand to protect Poland from "anti-socialist elements," the government of First Secretary Stanislaw Kania must maintain the appearance of having the upper hand in the country's current political and labor unrest.

For that reason, Mr. Kania and the new independent trade union--Solidarity—may feel compelled to crack down on the leading academic dissidents, many of whom were involved in planning for the new union.

Many of the dissidents are now asking themselves whether they may be sacrificed by the union they helped to create in order to keep the Russian wolf from the door.

A group of Polish academics who were interviewed while on a visit to Vienna last week cited two recent developments that have raised apprehensions among students and dissidents:

▶ The return to the Politburo of Gen. Mieczyslaw Moczar, who has a reputation for taking a hard line on dissent and who has the undisguised support of Moscow.

▶ Growing criticism from both the Soviet Union and some Polish sources of "anti-socialist elements" in the ranks of Solidarity. The critics clearly intend to include some academic dissidents among the "anti-socialist elements."

General Moczar's return to power had been predicted ever since early September, when Edward Gierek was deposed. A fervent nationalist with a reputation for

Continued on Page 13, Column 2

University Scientists Win Patent Rights to Revolutionary Gene-Splicing Method

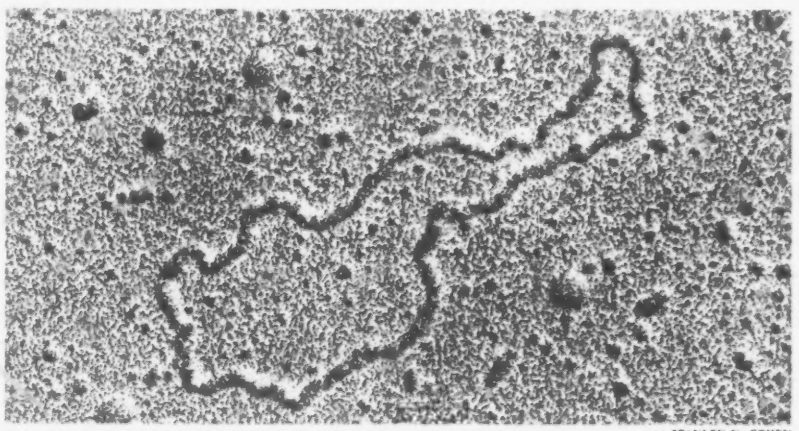
By Anne C. Roark

WASHINGTON

After six years of waiting, scientists at Stanford University and the University of California at San Francisco have won exclusive patent rights to a gene-splicing technique that has revolutionized the field of research known as genetic engineering.

Said to be the first of its kind granted in the United States, the patent was issued by the U.S. Patent and Trademark Office for a method used to extract and recombine genetic material, known as DNA, from different living organisms. The technique, which has given rise to a multi-million-dollar industry and is now in use by researchers throughout the world, was developed by Stanley N. Cohen, chairman of the department of genetics at Stanford,

Continued on Page 14, Column 3



STANLEY N. COHEN

An electron micrograph shows a 230,000-times enlargement of a DNA molecule used in a newly patented cloning process.

NCAA to Vote on Tougher Academic Rules for Athletes

By Lorenzo Middleton

Stung by recent scandals, the National Collegiate Athletic Association is considering a number of new regulations that would stiffen academic requirements in college sports.

The proposals will be taken up at the N.C.A.A.'s annual meeting in Miami Beach next month. Most were sparked by incidents involving athletes who entered universities with forged transcripts or received bogus credits.

Some of the recommendations—such as a move to raise the minimal acceptable high-school grade-point average for college athletes from 2.0 to 2.2—have been voted down in the past.

Several proposals that would require athletes to accumulate a minimum number of credits toward a degree are the most stringent rules of their kind ever to be considered by the rank-and-file membership of the 75-year-old association. But many university administrators say that even the toughest of the proposals will do little to prevent the kinds of abuse that have led to an outcry for reform in intercollegiate athletics over the past year. Some argue that there is virtually nothing the national association can do to eliminate the problem that has been at the core of the scandals: the recruiting of athletes who are not academically prepared for college work.

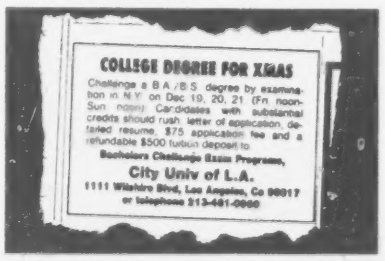
The proposed rules will "help reduce the tendency for abuses in the short term, in some areas," said James H. Zumberge, president of the University of Southern California and a strong proponent of big-time collegiate athletics.

But he added, "The whole philosophy has got to change in order for any lasting and meaningful reform to occur."

John D. Dewey, assistant commissioner of the Big Ten Conference and another supporter of stiffer N.C.A.A. rules on academic standards, admitted, "I don't think increasing the standards is going to elimi-

Continued on Page 8, Column 1

OR ASK SANTA CLAUS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An "applicant" responding to this ad, which appeared last week in the New York "Times," was called back by the president of the university, no less, who said $500 was only a deposit. The full charge: $2,200.

CHRONICLE PREVIEW

Faculty Salaries by Age and Tenure

The Chronicle survey's estimated averages for 1980-81

Type of institution and age group	Public		Private		All	
	Average salary	Change from 1979-80	Average salary	Change from 1979-80	Average salary	Change from 1979-80
Research universities and other Ph.D.-granting universities						
35 or under	$19,602	11.9%	$22,183	12.3%	$20,146	12.0%
36 to 45	24,212	10.4%	26,840	11.4%	24,635	10.5%
46 to 55	26,948	8.7%	32,407	9.7%	28,152	9.0%
55 to 65	29,584	7.5%	32,217	9.0%	30,267	7.9%
Comprehensive colleges and universities						
35 or under	$18,408	8.7%	$17,184	10.7%	$18,103	9.2%
36 to 45	22,466	8.2%	20,238	9.3%	21,972	8.4%
46 to 55	25,693	6.9%	23,357	10.0%	25,360	7.3%
55 to 65	26,609	8.7%	26,660	8.6%	26,626	8.7%
Liberal-arts colleges						
35 or under	—	—	$15,890	11.7%	$15,908	11.7%
36 to 45	—	—	17,931	9.6%	18,237	9.4%
46 to 55	—	—	20,798	7.8%	20,843	8.0%
55 to 65	—	—	—	—	—	—
2-year colleges						
35 or under	$18,033	10.4%	—	—	$18,033	10.4%
36 to 45	22,488	8.2%	—	—	22,488	8.2%
46 to 55	24,740	8.1%	—	—	24,740	8.1%
55 to 65	24,749	7.8%	—	—	24,749	7.8%
All types combined						
35 or under	$18,745	10.4%	$18,127	11.6%	$18,586	10.7%
36 to 45	23,129	9.1%	20,920	10.0%	22,625	9.3%
46 to 55	25,845	7.8%	26,209	9.3%	25,914	8.1%
55 to 65	27,190	7.9%	27,111	8.7%	27,168	8.1%

Differences in pay for tenured and nontenured professors

	All institutions	All public	All 4-year	4-year public	4-year private	2-year public
Research and other Ph.D.-granting universities						
Tenured						
Average salary	$27,664	$26,976	$27,664	$26,976	$30,350	—
Change from previous year	9.5%	9.3%	9.5%	9.3%	10.5	—
Nontenured (tenure track)						
Average salary	$19,777	$19,391	$19,777	$19,391	$21,412	—
Change from previous year	10.9%	11.0%	10.9%	11.0%	10.5%	—
Comprehensive colleges and universities						
Tenured						
Average salary	$24,650	$24,864	$24,650	$24,864	$23,722	—
Change from previous year	8.0%	7.7%	8.0%	7.7%	9.2%	—
Nontenured (tenure track)						
Average salary	$18,623	$19,116	$18,623	$19,116	$17,489	—
Change from previous year	9.0%	8.4%	9.0%	8.4%	10.5%	—
All types combined						
Tenured						
Average salary	$25,429	$25,458	$25,764	$25,917	$25,315	$24,091
Change from previous year	8.7%	8.4%	8.8%	8.5%	9.8%	8.1%
Nontenured (tenure track)						
Average salary	$18,659	$18,986	$18,801	$19,274	$17,949	$17,606
Change from previous year	10.3%	10.1%	10.2%	9.9%	10.7%	11.7%
Not on tenure track						
Average salary	$18,617	$18,846	$17,598	$17,152	$18,034	$19,893
Change from previous year	8.1%	8.3%	8.0%	8.4%	7.6%	8.2%

— Indicates insufficient data for reliable estimate.

Note: Survey data are based on responses of approximately 2,400 individuals in a sample of 4,800, weighted to represent full-time faculty members on 9-month or 10-month contracts at colleges and universities of all types except law schools, medical schools, proprietary institutions, and colleges with fewer than 500 students. Statistical confidence limit for salary estimates is ± 3 per cent.

SOURCE: SURVEY DESIGNED AND CONDUCTED FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Older Professors Earn 46 Pct. More than Youngest

The average pay of faculty members varies more with age than with tenure status, but it varies most with academic rank, according to a *Chronicle* survey of 1980-81 salaries.

The survey data for full-time faculty members on 9-month or 10-month appointments, show that those who are 56 or older are paid 46 per cent more, on the average, than their colleagues who are 35 or younger.

Salaries of tenured faculty members, on the average, are 36 per cent higher than those who do not have tenure.

The differences related to tenure and age compare with a 71-per-cent gap between the average salary of instructors and the average pay of faculty members with the rank of full professor. (The survey's estimates of salaries by rank appeared in the October 27 issue of *The Chronicle*.)

Age, tenure, and rank naturally go together. Few faculty members attain the rank of full professor without having been granted tenure, or without some years of experience.

Average salary increases this year were 10.3 per cent for faculty members without tenure but in positions normally leading to tenure. For those with tenure, the average salary increase was 8.7 per cent. For those in positions not leading to tenure, the average increase was 8.1 per cent.

The survey sample did not include enough faculty members over age 65 to provide reliable estimates for that group.

Data for *The Chronicle*'s survey were gathered this fall from about 2,400 persons in a sample of 4,800 full-time faculty members.

The survey was designed and conducted for *The Chronicle* by John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

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For further information contact Mr. William Meardy, Executive Director, ACCT, at (703) 941-0770, or send the coupon provided below, to: ACCT, 6928 Little River Turnpike, Annandale, Virginia 22003

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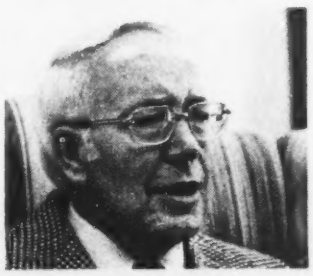
CHRONICLE of Higher Education

January 12, 1981 • *$1.25*
Volume XXI, Number 18

News Summary

Articles on inside pages



Terrel H. Bell, above, Ronald Reagan's choice for Secretary of Education, says the Administration may not abolish the Department of Education but strip it of Cabinet status. Story on Page 15.

Four states have been told by the federal government that their higher-education systems are not sufficiently desegregated. Story on Page 15.

"Pluralist" philosophers want to end what they say is domination of their discipline by proponents of the "analytic" school. Story on Page 3.

Six medical researchers at U.C.L.A. have been reprimanded for performing unauthorized experiments on dying patients. Story on Page 5.

Law schools have been urged to consider requiring certain courses for undergraduates planning to pursue legal studies. Story on Page 7.

Right-wing death squads are terrorizing Guatemalan universities, several exiled academics have reported. Story on Page 21.

Carl Sagan, the Cornell astronomer and creator of *Cosmos*, heads a growing list of scientists who no longer are afraid to be called "popularizers." Story on Page 23.

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New Outbreak of Cross-Burnings and Racial Slurs Worries Colleges

By Lorenzo Middleton

In November, the president of the Black Students Association at Harvard University discovered that someone had defaced her office calendar with racial slurs and threats.

"Ten days to kill," had been scrawled under one date, and "K.K.K. Unite" under another.

After she reported the affront, the president, Lydia P. Jackson, received a string of obscene phone calls. Ms. Jackson said one caller had threatened her with rape "if I didn't stop creating trouble and making noise on campus."

At about the same time, new racist graffiti appeared in a bathroom near the association's office.

During a subsequent march protesting the incidents, the 250 demonstrators, most of whom were black, were taunted with racial epithets by a few of the onlookers.

Archie C. Epps, III, dean of Harvard College, condemned the incidents as "outrageous." He added that they seemed to be "part of a pattern that has occurred on other campuses."

Scattered reports of similar incidents—from name-callings to cross-burnings to physical attacks—have come out of predominantly white colleges and universities since the late 1960's, when more blacks and members of other minority groups began to enroll in those institutions. But a rash of such incidents on a number of campuses this past fall has led some educators to believe that the problem is getting worse:

STEVEN I. SHALIT

Some 250 Harvard students march to protest a series of anti-black racial incidents on their campus.

▶ At Purdue University, a wooden cross was set afire outside a black fraternity house in late August. In September, a cross made of computer cards was taped to the dormitory window of two black students and burned.

▶ At Williams College, a cross was burned near a Black Student Union gathering during homecoming weekend in November. Two persons, one draped in white and the other carrying a torch, were seen leaving the flaming 2-by-3-foot cross. That incident was followed by a wave of racist threats to black students in the form of letters, phone calls, and taunts yelled from the windows of campus buildings.

▶ At Wesleyan University, an anonymous letter containing obscene racial slurs and anti-Semitic references was addressed to the residents of a black-student dormitory and placed in the mailbox of the Afro-American Studies Center.

▶ At Cornell University, a brick was thrown through the window of a predominantly black dormitory in September, and

Continued on Page 12, Column 1

Foreign-Language Scholars Optimistic that Changes Are Reviving Their Field

By Beverly T. Watkins

HOUSTON

For the first time in almost a decade, foreign-language teachers are optimistic about the future of their profession.

With "new energy and a new will to do something," they are "beginning to diversify and expand the purview of the field," says Richard I. Brod of the Modern Language Association. They are making major changes in the traditional foreign-language curriculum, using new teaching techniques, and offering languages to new groups of students, he says.

Members of foreign-language departments are also developing more support for their profession by, in the words of Richard K. Seymour of the University of Hawaii, "tying knots with other university departments and with the community at large." They are "bringing the community into the classroom," Mr. Seymour says, "and taking the classroom into the community."

'More Symbolic than Real'

Although national projections still point to a decline in foreign-language enrollment, faculty members who are revamping their programs report that more and more students are enrolling in their courses.

The events that have brought about this "attitude change" and the flurry of activity in some college and university language departments are "more symbolic than real," acknowledges Mr. Brod, director of foreign-language programs for the M.L.A. At the association's annual meeting here, he attributed much of the "positive reinforcing type of atmosphere" to the President's Commission on Foreign Languages and International Studies.

The commission, which issued its final report a little over a year ago, found "a serious deterioration in this country's language and research capacity" at a time when the nation was experiencing "an in-

Continued on Page 14, Column 1

Association Vows to Combat 'Crisis' in Science Education

By Anne C. Roark

TORONTO

The American Association for the Advancement of Science pledged last week to rescue science education from what Allan Bromley, its president-elect, called a "state of crisis."

"A whole generation of students has been shortchanged," Mr. Bromley told a news conference last week at the 147th annual meeting of the 130,000-member A.A.A.S., the country's largest science organization.

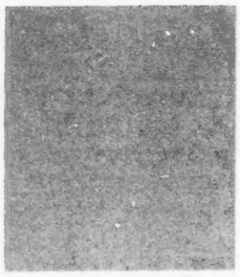
While acknowledging recent government reports that suggest schools and universities in the United States have fallen behind their overseas counterparts in science training, officials of the association said they were more interested in finding solutions than in laying blame.

Among other plans, the association hopes to encourage colleges to raise admissions standards in science and mathematics and to persuade university researchers to cooperate with science museums, television producers, and magazine publishers in developing new programs for students who might otherwise not be exposed to scientific or technical fields.

F. James Rutherford, U.S. Assistant Secretary of Education for research and former assistant director for science ed-

Continued on Page 5, Column 3

MARGINALIA



Some instructive reporting from the student newspaper at the University of Kansas:

"The Amityville Horror is not a hoax as has been reported, two psychic investigators said last night. . . .

"During the presentation, they showed photographs of ghosts and aberrations—creatures that supposedly do not exist.

"One slide showed a 16-year-old boy in Great Britain who had an aberration of the old woman that lived in the house before him in a photograph.

"An aberration is an image of a person unknown to the person seeing it."

■

Jim Bob Grumbles got a "B" changed to an "A" and it took him a mere quarter-century. In 1955, a Southwest Texas State University professor, James Elliot, mistakenly gave young Grumbles a "B" instead of an "A" in Agriculture 2473, "Farm Shop." In later years, Mr. Grumbles ribbed Mr. Elliot about the injustice at every opportunity.

Not long ago, Southwest Texas State held its annual agriculture banquet. During the introduction of the guest speaker, who was none other than Jim Bob Grumbles (now a researcher for Dow Chemical U.S.A. of Dallas), Mr. Elliot took the floor and brandished an aging grade book. Saying that he wanted to remedy his error in public, he wrote an "A" over Mr. Grumbles's old "B" and handed his former student an official grade-change card to be signed by the dean; and the ag alumnus reaped his harvest at last.

■

One of our editors received a ticket from U.S. Air the other day addressed to:

MS A ROARK
SWEET 500

—and then the rest of our address.

■

Wrong number department:

A form letter to job applicants from the Maryland State Department of Education begins:

"Your time and interest in applying for the above mentioned job position is appreciated."

■

Wrong number department—II:

An interview in the Penn State *Daily Collegian* quotes a professor of business logistics:

"I feel the quality of the student in business administration has generally improved in the time I've been here. But I think that students now has more problems in communication than in the 1960's—more of a writing problem."

■

We were glad to read, in a newsletter published by the Embassy of the State of Qatar, that:

QATAR FIGHTS ILLITRECAY

■

"Researchers' appetites for more and better inactive computer facilities on campus seem to be insatiable," an administrator is quoted as telling *Grad News and Notes*, a research newsletter at Iowa State. —C.G.

In Brief

■ **Financial Crisis Hits Colorado Women's College**

Colorado Women's College, a small private institution in Denver that almost closed four years ago because of a heavy debt, is threatened by a new administrative and financial crisis.

In recent weeks, the faculty voted overwhelmingly to declare no confidence in President Sherry Manning, accusing her of disregarding the faculty's role in governance and of ignoring salary issues. Ms. Manning declared that a financial emergency would force the college to dismiss 25 of 35 full-time teachers before the spring semester begins next month and to sell about a third of the campus.

The college's current debt was estimated at about $6-million.

Last week the faculty voted to file charges of unfair labor practices with the National Labor Relations Board and to begin a lawsuit for breach of contract.

■ **Yale Puts $650,000 Price on 1787 Doubloon**

Yale University plans to sell its Brasher Doubloon—one of only seven American coins surviving from the years before the establishment of the U.S. Mint—for $650,000 to help pay for a new library.

YALE UNIVERSITY

The university says the coin, above, which gained notoriety when it was stolen from Yale's Sterling Memorial Library in 1965, is too valuable to put on display. It was struck by Ephraim Brasher, a New York goldsmith, in 1787.

The new Seeley G. Mudd Library will house the university's collection of government documents.

■ **Rare Gold Coins Stolen from Campus Museum**

A collection of 76 rare Japanese gold coins, ranging in age from 100 to more than 600 years, has been stolen from the Ralph Foster Museum at the School of the Ozarks.

Estimates of the coins' gold value range from $10,000 to $100,000, a spokesman for the college said. Their value if sold to collectors could be several times that.

John Moad, the college's vice-president for public relations, said he feared the coins, which together weigh about 10 pounds, might be melted down for their gold content. He said authorities have no leads in the case.

The museum draws some 400,000 visitors annually.

■ **Court Ruling May Remove Bob Jones U's Exemption**

A federal appeals court in Richmond has ruled that the Internal Revenue Service can deny tax-exempt status to Bob Jones University because of the institution's policy forbidding interracial dating and marriage among students.

A university spokesman had no comment on the ruling last week, and would not say whether the university planned an appeal to the Supreme Court.

The university initially challenged a $21 unemployment-tax payment. The government then filed a counterclaim against the university, seeking almost $490,000 in unemployment taxes for 1971 through 1975.

The appeals-court opinion said the public should not be asked to provide indirect support for an institution that discriminates on the basis of race.

■ **Former President Wins $230,000 Settlement**

The trustees of Wayne County Community College voted last week to pay $230,000 to its former president, Reginald Wilson, and to delete all references to his dismissal, which will now be considered a resignation. In return, Mr. Wilson has dropped a $9-million lawsuit against the college.

The trustees dismissed Mr. Wilson last May amid charges that he had ignored their instructions and misused college funds. Mr. Wilson's suit alleged that the trustees had broken Mr. Wilson's contract, which required six months' notice before a dismissal.

The college recently named Richard Simmons as its new president. He is a former aide to Detroit's Mayor Coleman Young and before that was director of urban studies and black studies at Wayne State University.

■ **New Jersey Governor Signs Anti-Hazing Law**

New Jersey's legislature has passed—and Gov. Brendan T. Byrne has signed—a law setting penalties for students who participate in fraternity hazings.

The new law sets a six-month prison term or a $1,000 fine if a person connected with a student organization participates in initiation rites that pose the risk of physical injury.

If a serious injury results from an initiation, participants can receive an 18-month prison term or a $7,500 fine.

The bill was sponsored by Assemblyman Anthony Villane at the request of a constituent, Dorothy Flowers, whose son William died in a 1974 hazing accident at Monmouth College, the assemblyman's legislative aide said.

■ **Brown U. Shuts Off Heat; 11 Buildings' Pipes Burst**

Students returning to Brown University last week found that water pipes had frozen and burst in 11 buildings during the Christmas break.

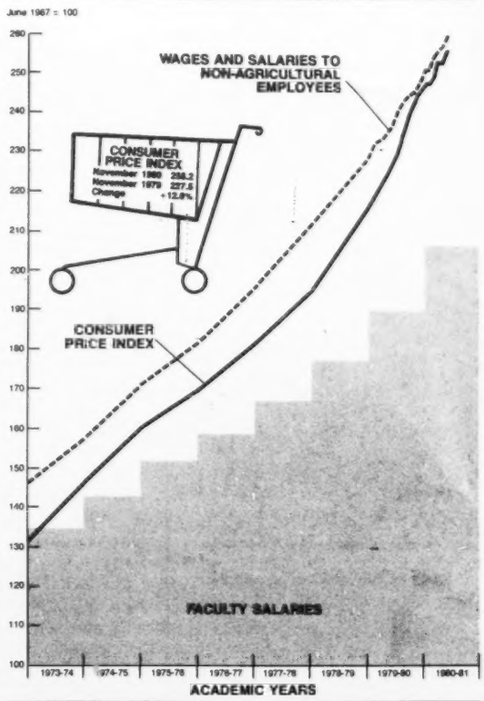
To save energy, temperature controls had been turned down to 45 degrees in dormitories, classrooms, and offices when students left the campus December 18.

A cold wave that dropped outside temperatures below zero overwhelmed heating systems in the already cool buildings, causing water damage from ruptured water pipes and fire sprinklers, university officials said.

Water-soaked ceilings collapsed

Continued on Page 22, Column 1

Academic Salaries and the Cost of Living



Consumer prices rose 0.9 per cent in November. The index of general salaries and wages rose 1.0 per cent.

SOURCES: DEPARTMENT OF LABOR, DEPARTMENT OF COMMERCE, NATIONAL CENTER FOR EDUCATION STATISTICS, AND AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Notes on . . .

Radio and TV

The Dial, a program guide produced jointly by public television and radio stations in Chicago, Detroit, Los Angeles, New York, and Washington, has survived two challenges to its existence by Philip Merrill, publisher of *The Washingtonian*, a commercial magazine.

▶ The Federal Communications Commission denied a petition from Mr. Merrill that would have barred public television and radio stations from promoting *The Dial* during on-the-air fund-raising campaigns.

▶ The Internal Revenue Service ruled that Public Broadcasting Service Communications, Inc. — the corporation that actually publishes the magazine—is a nonprofit, tax-exempt organization.

Mr. Merrill had challenged the corporation's tax status and sought to prohibit on-the-air promotions of the magazine because he said that *The Dial* and similar program guides should not receive special treatment, since they compete with commercial magazines for advertising revenues.

He complained that *The Dial* "puts the government directly, through federal appropriations, into the publishing business" because part of the support for public broadcasting comes from federal sources.

The program guide began publication in September.

■

The University of Houston has been ordered by a federal judge to broadcast on the university-owned public television station a controversial film entitled "Death of a Princess" before the middle of this month.

Last week the university's board of trustees filed an appeal of the decision with the U.S. Court of Appeals for the Fifth Circuit.

The "docudrama" re-creates the events surrounding the 1977 execution of a Saudi princess and her lover by the Saudi government. Saudi officials objected strongly to the film when it was broadcast in the United Kingdom.

The film was broadcast on many public television stations in the U.S. last May, but officials of the University of Houston canceled the local showing shortly before air time. A spokesman for the university said the action had been taken because of concern over the situation in the Middle East at that time.

Gertrude Barnstone, a contributor to the university station, filed the suit against the station in federal court, arguing that the cancellation of the film deprived television viewers of their constitutional rights.

In ordering the university to broadcast the film, U.S. District Judge Gabrielle McDonald said that to cancel the broadcast "would in effect be encouraging the planting of seedlings which, upon attaining full growth, would install the state of Texas . . . as a kind of 'ministry of truth'."

—MALCOLM G. SCULLY

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the first week in January, the first three weeks in August, and the last two weeks in December, at 1333 New Hampshire Avenue, Northwest, Washington, D.C. 20036, on the Thursday preceding the issue date. Subscription rate: $32.50 per year ($33.50 if bill is to be sent). Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1981 by The Chronicle of Higher Education, Inc. Printed in the U.S.A.

In Brief

Continued from Page 2

in a few areas. Officials said there was water damage in 20 to 30 dormitory rooms.

■ Students Pay Larger Share of Harvard Expenses

Harvard University has increased its reliance on tuition during the past 10 years, receiving 18.4 per cent of its total revenue from tuition in 1970 compared with 23.1 per cent in 1980.

According to the university's latest financial report, income from tuition rose during the 1970's at a yearly rate of 10.2 per cent, compared with 6.9 per cent for its endowment income. Expenses rose 7.6 per cent a year.

Income from Harvard's endowment provided 19.5 per cent of the university's revenue in 1980, compared with 20.9 per cent in 1970, the report said. The market value of the endowment increased by more than $176-million in the year ending last June 30—to $1,491,060,000.

The share of support from federal funds dropped from 32 per cent in 1970 to 25 per cent in 1980, the financial report said.

■ Court Orders New Trial In Suit Against Lincoln U.

A federal appeals court has ruled that the president and board of trustees of Lincoln University in Pennsylvania must be put on trial a second time for charges that they violated the freedom-of-speech rights of faculty members.

The case stems from a 1978 lawsuit alleging that President Herman R. Branson fired one professor, C. James Trotman, and threatened to discipline 13 others in an attempt to suppress criticism of the university's retrenchment policies.

A U.S. district judge ruled in October, 1979, that the actions against the faculty members did not infringe on their rights.

In sending the case back to the district court for a new trial, however, the U.S. Court of Appeals for the Third Circuit ruled that the lower court had applied incorrect legal standards.

■ Iranian Student Acquitted in Death of Denver Youth

A Denver district-court jury has acquitted an Iranian student of charges in the shooting death of a teen-ager during the turmoil following last year's seizure of the U.S. embassy in Teheran.

Afshin Shariati, a second-year student at Arapahoe Community College, fired a hunting rifle at three youths after they threw beer bottles at his apartment, broke his window with baseball bats, and banged on his door. Paul Moritzky, 15, was killed and his two friends were wounded as they fled.

The jury found Mr. Shariati innocent of second-degree murder, based on the defense argument that he had fired in self-defense.

This Workshop in England and Canada Received High Audience Praise.

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The co-directors of the two-day workshop are Dr. Richard I. Miller, Visiting Fellow, Cornell University, and Dr. Peter Seldin, Professor of Management, Pace University. Highly qualified, recognized authorities and experienced communicators.

The workshop will be held January 28-29 at Pace University, Midtown Center, 535 Fifth Avenue (at 44th Street), New York City. This location is close to hotels, theatres, restaurants. You may register for the two-day workshop or for specified sessions.

Limited enrollment. So reserve your place today by sending in the Registration Coupon, or phone Anne Doris collect at (212) 986-0873.

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■ 3 Master's-Degree Programs Ended by La. Regents

The Louisiana Board of Regents, in a continuing review of academic offerings at the state's 19 public colleges and universities, has voted to discontinue three master's-degree programs: the chemistry program at Northwestern State University and the microbiology programs at McNeese State University and Louisiana Tech University.

Since the board began its academic review in 1975, it has eliminated 87 programs and commended 19. The board plans to review every program offered by the state's public colleges and universities but has covered fewer than than a fourth of them so far.

■ University Appeals Decision on Opening Financial Books

Jacksonville State University in Alabama is appealing a circuit-court decision that would allow newspaper reporters to examine and copy the financial records of a university-related public-relations fund. The court's ruling came in a suit brought by a local newspaper, the Anniston *Star*.

A university spokesman said that the "Public Relations Reserve Fund"—controlled by a corporation consisting of the university's president, vice-president for business affairs, and public-relations director—contains no state money and that "it would serve no purpose" for the newspaper to know the names of people lobbied by university officers. He said the fund solicits donations from university alumni.

The *Star* has reported that profits from on-campus vending machines also go into the fund, and that financial records of the two-year-old corporation were destroyed on the advice of the university's lawyer.

■ Colleges Plan Few Changes in Admissions Policies

Despite concern over declines in the number of high-school graduates, few colleges or universities expect to change their admissions policies or procedures between now and the mid-1980's, according to a study released last week by the College Board.

The study, based on responses from 1,463 institutions that received questionnaires in 1979, concludes that "colleges continue generally to support the policies and practices that had evolved by 1970 and to consider them appropriate for conditions anticipated in the years just ahead."

Copies of the report, *Undergraduate Admissions: The Realities of Institutional Policies, Practices, and Procedures*, are available for $8.50 each from College Board Publications Orders, Box 2815, Princeton, N. J. 08541.

■ Union Should Get Data on Jobs, Court Rules

Employers can be required to provide union officials with data on employment and promotion of women and members of minority groups, the U.S. Court of Appeals for the District of Columbia has ruled in a case that could have implications for faculty unions.

The decision upheld part of an order from the National Labor Relations Board, which had ruled that the Electrical, Radio, and Machine Workers Union (A.F.L.-C.I.O.) was entitled to such data from the General Motors Corporation. The union had asked for the data to determine whether the company was abiding by a section of its contract barring employment discrimination.

The court held, however, that the company did not have to provide the union with copies of discrimination complaints filed against it or with copies of its affirmative-action plan.

■ Trustees Warned of Risk in 'Social Investing'

Two law professors at the University of Chicago have warned trustees of colleges and universities that they may face costly court action and liability for violation of their duty if they take social issues into account when investing the funds.

Writing in the *Michigan Law Review*, John H. Langbein and Richard A. Posner warn that donors could seek to reclaim past gifts on grounds that "social investing constitutes a diversion from the . . . purposes for which the funds were given."

Increasingly in recent years trustees have been under campus pressures to change investment policies for social or political reasons, such as ending investments in certain corporations as a protest against racial policies of the South African government.

■ Security Director Indicted in Fake CIA-Loan Case

The security director at the University of Maryland's Baltimore campus has been indicted on charges that he posed as a C.I.A. agent to obtain loans of $48,000 from an insurance company. A federal grand jury brought the indictment against Wade A. Jolliff, Jr., who allegedly told the lenders the money would be used for a secret C.I.A. project he called "Project Bluehawk."

Mr. Jolliff was identified by the F.B.I. as a former C.I.A. employee who left the agency in 1972.

In that year he joined the university as director of special services, heading the campus parking division and a staff of approximately 70 security officers.

A spokesman said that the university had cooperated in the investigation. Mr. Jolliff has been suspended from his post pending the outcome of a trial.

■ Corrections

▶ An article in *The Chronicle*, December 1, incorrectly reported that an investigative committee at Harvard University had charged the sociology department with denying tenure to Theda Skocpol, an associate professor, because she is a woman. The committee is in fact investigating a charge that the department's action was discriminatory. The panel's recommendations are not expected for several weeks.

▶ A Fact-File on a profile of 1978-79 Ph.D.'s in *The Chronicle*, December 8, contained incorrect information under the topic of racial and ethnic groups. The correct data, listed below, were compiled from the Survey of Earned Doctorates conducted by the National Research Council.

	Arts and Humanities	Education
American Indian	0.6%	0.8%
Asian	1.7%	1.2%
Black	3.1%	7.7%
Hispanic	3.1%	2.2%
White	78.0%	73.8%
Foreign	4.8%	6.5%
Other	8.7%	7.8%

	Engineering	Life Sciences
American Indian	0.2%	0.3%
Asian	12.2%	4.5%
Black	0.8%	1.2%
Hispanic	1.0%	0.9%
White	46.3%	72.0%
Foreign	32.7%	13.3%
Other	6.8%	7.8%

	Physical[1] Sciences	Professional Fields
American Indian	0.4%	0.2%
Asian	5.7%	2.5%
Black	1.2%	3.6%
Hispanic	1.2%	0.8%
White	68.1%	73.1%
Foreign	15.5%	13.0%
Other	7.9%	6.8%

	Social Sciences	All Fields[2]
American Indian	0.6%	0.5%
Asian	2.0%	3.5%
Black	3.4%	3.5%
Hispanic	1.7%	1.7%
White	74.7%	71.2%
Foreign	8.6%	11.5%
Other	9.0%	8.1%

NOTE: Figures do not include first professional degrees, such as M.D. or D.D.S.
1 — Includes mathematics and computer sciences.
2 — Includes 26 degrees not separately listed.

OAIS Ad #2

The Opinion, Attitude, and Interest Survey (OAIS) is available for use in:

- Research on student characteristics
- Identification and development of talent
- Counseling and placement programs
- Institutional self-studies

In the last issue of *The Chronicle* (December 15, page 18) we provided general background information on the OAIS, as well as applicable prices. In this second advertisement attention is focused on perhaps the most important test score derived from the OAIS—Achiever Personality.

Scores from the Achiever scale usually predict performance in college about as well as scores from ability tests such as the SAT and ACT. But the really important thing about Achiever Personality scores is that they are practically *unrelated to ability test scores*. In other words, this OAIS scale measures something important for academic success that is *not* tapped by the typical ability or intelligence test. This "something" is often called motivation, will to work, academic drive, and conscientiousness. For those familiar with correlation coefficients, scores from the Achiever Personality scale usually correlate about .35 with academic grades, and *less than* .10 with scores from ability tests such as the SAT or ACT.

The results are consistent over such varied institutions as Albion, Allegheny, Bethany, Bucknell, Canisius, Cooper Union, Delaware, Emory, Fresno State, Michigan, Minnesota, North Carolina, Northern Illinois, Ohio State, Princeton, Seton Hill, Tuskegee, and Wittenberg.

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CHRONICLE
of Higher Education

ISSN 0009-5982

January 19, 1981 • $1.25
Volume XXI, Number 19

NCAA Toughens Rules, Says Athletes Must Complete 12 Credits Each Term

Requirement is organization's response to recent scandals; critics say it's insufficient

By Lorenzo Middleton

MIAMI

The National Collegiate Athletic Association has voted for the first time to require athletes to complete a specific number of credit-hours each term to remain eligible for varsity sports. Until now, the N.C.A.A. has required only that its member colleges certify that an athlete was making "satisfactory progress" toward a degree.

The new requirement that an athlete complete 12 credit-hours each term was one of a number of actions taken by the convention in response to recent scandals that involved doctoring academic records.

However, the convention rejected proposals to base athletic scholarships largely on need and to raise the high-school grade-point average required of athletes. As a result, some university administrators and faculty members charged that the N.C.A.A. had not gone far enough.

In other actions taken because of the scandals, the N.C.A.A. convention adopted measures that would:

▶ Require colleges and universities to publish their standards for measuring students' academic progress.

▶ Hold presidents and chancellors responsible for certifying that their athletes are academically eligible.

▶ Prohibit the use by athletes of extension and credit-by-examination courses from other institutions.

▶ Require athletes to get the approval of "appropriate academic officials" before they take summer courses at other colleges.

▶ Require junior-college students who had a grade-point average of less than 2.0 in high school to graduate from the junior college before they would be eligible for varsity sports in a four-year institution.

The rules governing academic standards were adopted in response to recent scandals involving fraudulent transcripts and grades for courses not attended, said Walter Byers, executive director of the N.C.A.A.

By voting to strengthen national academic requirements for athletes, Mr. Byers said, "leading institutions have surrendered certain prerogatives" to the

Continued on Page 6, Column 4

Actions at Sports Meetings

▶ **Women's championships** were approved by the National Collegiate Athletic Association. Story on Page 6.

▶ **New transfer** rules were adopted by the Association for Intercollegiate Athletics for Women. Story on Page 7.

Universal Access to Personal Computers Is Urged for College Students, Professors

By Jack Magarrell

Richard M. Cyert wants all students at Carnegie-Mellon University to have their own personal computers, no matter what their field of study.

Mr. Cyert, who is Carnegie-Mellon's president, is working on a plan that within five years would require each student to purchase a personal computer, perhaps with the aid of university loans. A program to provide a computer terminal for every faculty member at Carnegie-Mellon is already under way.

Mr. Cyert's plan is one of the more dramatic examples of a move toward universal student and faculty access to computers. Among the others:

▶ At Northern Illinois University, a proposal to stop students from connecting their personal computer terminals to the university's main computer raised a flurry of protests from students who had invested as much as $2,000 each in such equipment.

▶ Stanford University reported last fall that it was equipping its deans and other top administrators with computer terminals so they could communicate with each other electronically.

▶ At Dartmouth College, an early leader in offering all undergraduate students access to computers, terminals are available for use by students from 7 a.m. to 3 a.m. Dartmouth's Kiewit Computation Center has placed about 400 computer terminals on campus, and as many as 263 can be operated at any one time. They are shared by 3,000 students, whose college identification numbers permit access to the computer and also serve as an account number for allocating computer time.

JEROME N. MC CAVITT

President Richard M. Cyert hopes that, within five years, all students at Carnegie-Mellon University will be required to have computers.

▶ At the Massachusetts Institute of Technology, Fernando J. Corbato, director of computing and telecommunications resources, predicts that within 10 years every member of the faculty and professional staff who wants one will have a "personal computer of significant potency."

When Carnegie-Mellon's President Cyert talks about requiring personal computers, he doesn't mean little handheld calculators or even the Apple or Radio Shack devices sold for home use. He means computers equal in power and memory capacity to units that today cost about $150,000 and require a pickup truck to carry around.

Within five years, Mr. Cyert contends, personal computers approaching that ca-

Continued on Page 14, Column 1

News Summary

Articles on inside pages

Tuition tax credits, which Ronald Reagan supports, may be the most controversial education issue in the new Congress. Story on Page 11.

President Carter's last budget provides generous support for research but holds the line on student aid. Story on Page 11.

Casino fever in Atlantic City, N.J., has spread to a local community college. Story on Page 3.

A trial program requiring institutions to compensate injured research subjects will be proposed by a Presidential panel. Story on Page 13.

Possible misuse of federal funds is under investigation at the Medical University of South Carolina. Story on Page 2.

Wells College in New York has drilled a natural-gas well on its campus. Story on Page 10.

The Iowa regents have rejected a proposal to drop required standardized tests for many applicants to public universities. Story on Page 8.

Colleges need a definitive statement of what should be expected of applicants for admission, says a group of academics. Story on Page 4.

Rising costs and shifting priorities are hindering efforts to complete editions of the papers of five Founding Fathers. Story on Page 19.

Afrikaner students have organized for the first time to combat apartheid in South Africa. Story on Page 15.

Anti-vivisectionists have threatened violence in protests against research at the University of British Columbia. Story on Page 15.

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FACT-FILE

Undergraduate Admissions

A survey of policies and practices at 1,463 institutions

General admissions practices

	All institutions	2-year public	2-year private	4-year public	4-year private
Open door [1]	34%	89%	35%	20%	8%
Selective [2]	56%	9%	60%	70%	77%
Competitive [3]	8%	1%	5%	10%	13%
Not reported	2%	1%	0%	0%	2%

Minimum academic standards for admission

	All institutions	2-year public	2-year private	4-year public	4-year private
High-school grade average	40%	6%	46%	43%	58%
Average requirement	2.0	1.9	1.9	2.0	2.0
High-school class rank	29%	2%	23%	33%	44%
Average percentile requirement	43	39	42	40	44
Scholastic Aptitude Test score	30%	4%	22%	39%	42%
Average S.A.T. score requirement (verbal plus mathematical)	740	650	617	740	754
American College Testing score	24%	2%	21%	30%	36%
Average A.C.T. composite score requirement	16.2	15.5	14.8	16.2	16.4

Characteristics and credentials considered very important factors in admissions decisions

	All institutions	2-year public	2-year private	4-year public	4-year private
Academic performance in high school	65%	21%	77%	77%	84%
Aptitude test scores	44%	10%	38%	63%	55%
Achievement test scores	5%	2%	5%	4%	7%
Recommendation from high school	13%	1%	22%	4%	7%
from church, employer, or others	7%	1%	15%	1%	13%
interview with faculty member, alumnus, staff member, student, or other	15%	5%	27%	6%	23%
Personal essay or statement	7%	1%	4%	3%	13%
Health statement	6%	4%	14%	5%	7%
Applicant's place of residence	4%	8%	0%	6%	1%
Documentation of previous work	5%	2%	4%	6%	7%
Pattern of high school subjects	26%	8%	21%	25%	38%
Declaration of major	9%	10%	11%	9%	7%
Ability to pay tuition and fees	4%	4%	9%	1%	4%

Admission offered to less-qualified applicants from specific groups

	All institutions	2-year public	2-year private	4-year public	4-year private
Athletes	24%	23%	10%	37%	20%
Alumni relatives	24%	22%	21%	19%	29%
Faculty relatives	27%	23%	22%	20%	34%
Members of racial or ethnic minorities	37%	26%	25%	46%	41%
Disadvantaged persons	37%	28%	21%	49%	38%
Physically handicapped persons	25%	28%	16%	30%	21%
Talented students in art, music, etc.	27%	23%	19%	35%	27%
Older students	34%	32%	32%	42%	31%

Frequently used recruiting procedures

	All institutions	2-year public	2-year private	4-year public	4-year private
Expense-paid visits to campus for prospective students and families	38%	24%	44%	35%	48%
Expense-paid visits to campus for high-school personnel	27%	29%	27%	28%	26%
Participation in college nights, fairs, with other colleges	64%	44%	64%	77%	70%
Visits to noninstitutional locations, only for students and families interested in the same institution	15%	9%	19%	14%	20%
Direct mailings to prospective students	64%	47%	70%	61%	75%
Telephone calls to prospective students or toll-free lines for incoming calls	36%	15%	51%	29%	50%
Advertisements					
on billboards, in buses or subways	5%	7%	4%	2%	4%
on commercial radio or television	11%	27%	5%	6%	5%
on educational television	3%	6%	0%	3%	1%
in local newspapers	26%	53%	26%	15%	15%
in high-school papers	5%	10%	4%	3%	4%
in professional journals	3%	2%	2%	3%	4%
in promotional films, videotapes, etc.	12%	14%	9%	15%	10%

[1] Admit all who wish to attend without review of conventional academic qualifications, or admit any high-school graduate or equivalent.
[2] Admit a majority of applicants who meet some specified level of academic achievement or other qualification beyond high-school graduation.
[3] Admit only a limited number of those applicants who meet specified level of academic achievement or other qualifications beyond high school graduation.

SOURCE: AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS AND THE COLLEGE BOARD.

Iowa Regents Reject Plan to Limit Required Tests

DES MOINES

The Iowa Board of Regents has rejected a suggestion that would have drastically reduced the number of students required to take standardized tests before being admitted to any of state's three public universities.

The Iowa State Education Association, a teachers' organization, asked the regents to reconcile a policy that requires all candidates for admission to take either the American College Test or the Scholastic Aptitude Test with a policy that states that anyone graduating in the top half of his high-school class must be admitted.

Would Save $52,000

Jim Sutton, a spokesman for the teachers' association, said that students in the top half of their high-school class should not be required to take the tests if the scores were irrelevant to their admission. He said Iowa students would save $52,000 per year in test fees if the association's recommendation were accepted.

Candidates for admission who rank in the bottom half of their class would still be required to take the tests. The A.C.T., widely used in the Midwest, costs students $8.50 each; the S.A.T. costs $9.25.

The test scores are also used for diagnostic and student-aid purposes, a spokesman for the regents said.

The teachers' association, however, believes that if the universities require test scores for administrative purposes rather than for admissions, the costs of gathering the information should be borne by the institutions, Mr. Sutton said.

According to a study released this month by the College Board and the American Association of Collegiate Registrars and Admissions Officers, 34 per cent of the 1,463 institutions surveyed nationwide have "open door" admissions policies, many admitting any high-school graduate.

Another 56 per cent of the institutions accept the majority of applicants who meet some minimum academic standard, which is often based on high-school grades or completion. Some 30 per cent of the institutions have a minimum admissions standard based on S.A.T. or A.C.T. scores.

—LAWRENCE BIEMILLER

Writing Abilities of Students Said to Vary Little in Decade

WASHINGTON

The writing abilities of American students in three age groups showed no significant change from 1969 through 1979, according to surveys conducted by the National Assessment of Educational Progress.

In a report released here last week on the results of a 1978-79 assessment of the writing skills of 9-year-olds, 13-year-olds, and 17-year-olds, the authors of the study said that a majority of the students in each age group had mastered the basic principles of writing, but that from 10 to 25 per cent of each group "appeared to have very serious problems with writing."

Students of the same ages had also been tested in 1969-70 and in 1973-74. When results from the three assessments were compared, the study found that:

▶ "Neither 13- nor 17-year-olds reported that they received a great deal of direct instruction in writing or were required to do much writing in school."

▶ "Enjoyment of writing appeared to decline from age to age, with slightly less than two-thirds of the 9-year-olds indicating that they enjoyed writing, compared to 59 per cent of the 13-year-olds and 53 per cent of the 17-year-olds."

▶ "Proportions of mechanical errors in the papers changed little over the decade. Punctuation problems, misspellings, and awkward sentences continue to plague the majority of students, but there was no substantial increase or decline in these problems between 1969 and 1979."

▶ Female students generally "wrote more good papers than males in all assessments at each age" for all but one of the specific writing tasks assigned—the writing of a short piece of humorous fiction.

▶ "Black teenagers improved on almost all of the writing tasks administered to 13- and 17-year-olds."

The results of the assessments have been published in three volumes. They are available from the National Assessment Distribution Center, 700 Lincoln Tower, 1860 Lincoln Street, Denver 80295.

The prices: *Volume I—17-year-olds*, $6.80; *Volume II—13-year-olds*, $6.40; and *Volume III, 9-year-olds*, $5.80.

—MALCOLM G. SCULLY

In Brief *Continued from Page 2*

are those intended to improve the status of women in occupations where they are underrepresented, increase women's participation in the arts, and enhance the productive capacity of low-income women in the third world. The announcement is part of a 36-page report, "Women in the World," which is available free from the foundation at 320 East 43rd Street, New York 10017.

■ Wisconsin Legislator Attacks Female-Sexuality Survey

A survey of female sexual experience by a professor at the University of Wisconsin at Eau Claire has come under attack by a state legislator who says the study is obscene and a waste of tax money. Rep. George Klicka made the charges after receiving a complaint from a constituent who had a copy of a questionnaire used in the survey, he said.

Kenneth Davidson, a professor of sociology, received $2,563 from the university for the study, which had been approved by two campus committees, a spokesman said. Mr. Davidson then sent a 29-page questionnaire on sexual experience to nurses at six hospitals.

Mr. Davidson says he chose nurses because their knowledge of anatomy and physiology allows them to describe sexual experiences more accurately. The subjects were guaranteed anonymity.

■ Correction

An item in "Footnotes," *The Chronicle*, September 8, 1980, noted that Dartmouth College was the first Ivy League university to institute a women's-studies program. Cornell University was first; Dartmouth was the first formerly all-male Ivy League college to have such a program.

NOTE

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'E CHRONICLE
of Higher Education

ISSN 0009-5982

January 26, 1981 • $1.25
Volume XXI, Number 20

News Summary

Articles on inside pages

The states will have to make tough policy decisions if the Reagan Administration manages to reduce federal involvement in education, an expert predicts. Story on Page 3.

Former basketball players at Boston College are being investigated on charges of fixing games during the 1978-79 season. Story on Page 5.

Scholars are delighted with a parting proposal from the Carter Administration: that spending for university research be increased in fiscal 1982. Story on Page 7.

Proposals by the outgoing Carter Administration to trim Guaranteed Student Loans may herald similar moves by President Reagan. Story and Fact-Files on Pages 7-10.

A desegregation plan for public colleges in Texas has been accepted by the Department of Education. Story on Page 13.

Noncompliance with the photocopying requirements of the revised copyright law may threaten some scholarly journals. Story on Page 17.

Three midshipmen involved in a sex scandal at the U.S. Naval Academy have been ordered expelled. Two are challenging the dismissals in court. Story on Page 2.

Bitter controversy over the teaching of literature has emerged following Cambridge University's refusal to promote a Marxist lecturer. Story on Page 15.

Three Canadian provinces want to develop university-linked "research parks" to promote development of their natural resources. Story on Page 15.

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Bell Promises a 'Dramatic Change' in Views on College Desegregation

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Terrel H. Bell at his confirmation hearing as Secretary of Education

By Cheryl M. Fields and Janet Hook

WASHINGTON

Terrel H. Bell, President Reagan's choice for Secretary of Education, promised at his Senate confirmation hearing a new attitude toward desegregation of public colleges and universities.

On the same day, just a few blocks away, Shirley M. Hufstedler said in her last major appearance as Education Secretary that she would not "do one thing differently" in enforcing civil-rights laws.

Their comments demonstrated the distance between the philosophical and political perspectives of the Carter and Reagan Administrations on education issues.

Mr. Bell said he supported Mr. Reagan's pledge to take the Education Department out of the Cabinet, while Ms. Hufstedler said such a demotion would "lead inevitably to sharp cuts in federal support for education programs."

Mr. Bell endorsed tuition tax credits, while Ms. Hufstedler warned that such credits could destroy both public and private education.

Mr. Bell's nomination was approved by the Senate Labor and Human Resources Committee shortly after he testified before it.

His comments on civil rights came just as the Carter Administration's Department of Education was responding to five states' plans to desegregate their college systems. (See story, Page 13.)

Criticism by Senator East

During Mr. Bell's confirmation hearing, freshman Sen. John P. East, Republican of North Carolina, criticized the desegregation requirements that the Carter Administration had imposed on North Carolina's public college and university system.

"We have one of the finest public systems in America . . . which is not prej-

Continued on Page 12, Column 1

Professors Urged to Use Caution in Responding to Commercial Overtures on Genetic Research

STANFORD, CAL.

Faculty members should use caution and restraint in responding to "the extraordinary array of overtures" from companies that want to profit from new genetic discoveries, says Donald Kennedy, president of Stanford University.

In a letter to members of Stanford's academic council, Mr. Kennedy warned of the dangers of individual scientists' becoming involved in commercial ventures outside the university.

University researchers have been involved in commercially profitable research projects for years. Geology professors have served as consultants to oil companies, for example, and agronomy professors have been hired by agricultural businesses. What is different about the current wave of commercialization in the field of genetic engineering is "the extent to which the commercial push involves the scientists who are themselves responsible for the basic discoveries," Mr. Kennedy says.

One university professor, Herbert W. Boyer, professor of biochemistry at the University of California at San Francisco, has set up a genetic-engineering company that is now reported to have a value of several hundred million dollars.

While the promise of such profits may be alluring to both the individual professor and the university, it threatens to undermine much of what academics have always considered important—the freedom to discuss their work openly.

"Scientists who once shared prepublication information freely and exchanged cell lines without hesitation are now much more reluctant to do so," Mr. Kennedy says.

"One casualty surely is the accessibility of a large body of significant work to young investigators and graduate students," he says. "Perhaps even more important, the fragile network of informal communication that characterizes every especially active field is liable to rupture."

Stanford now forbids faculty members to use university facilities for consulting

Continued on Page 4, Column 5

Math Society May Bar 'Anti-Semitic' Soviet Journal

By Anne C. Roark

Faced with "overwhelming evidence of anti-Semitism" in the editorial policies of a Soviet journal, the American Mathematical Society is considering a plan to halt translation and distribution of the publication throughout the English-speaking world.

Since 1975, Jewish authors have been "conspicuously absent" from *Mathematics of the USSR—Sbornik*, says Ronald G. Douglas, chairman of the organization's translation committee and a director of graduate mathematics at the State University of New York at Stonybrook. "It does not appear to be accidental."

As the number of Jewish mathematicians published in *Sbornik* dropped from 44 in 1972 to 29 in 1974 to 1 in 1980, debate over the issue of Soviet anti-Semitism grew increasingly intense in the mathematical society, which has nearly 20,000 members.

Since 1975, the society has had a contract with a Soviet copyright agency to make cover-to-cover translations of five Russian journals and the mathematics portions of two others.

Direct evidence of anti-Semitism has been apparent only in *Sbornik*, says William J. LeVeque, executive director of the society.

At their annual meeting in San Francisco

Continued on Page 4, Column 3

Jewish authors have been "conspicuously absent" from "Sbornik" in recent years.

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FACT–FILE

Funds for Higher Education in Dept. of Education Budget

	Actual Fiscal 1980	Fiscal 1981 Estimated	Fiscal 1981 Supplementals (+) and Rescissions (–)	Fiscal 1982 Requested
Student assistance:				
Pell grants:				
Grants	$2,415,328,000	$2,159,000,000	+$811,000,0000[1]	$2,736,000,000
Institutional allowance	26,000,000	0	+16,000,000	16,000,000
Supplemental opportunity grants	370,000,000	370,000,000	0	400,000,000
College work-study	550,000,000	550,000,000	0	550,000,000
State student-incentive grants	76,750,000	76,750,000	0	76,750,000
National direct loans	300,800,000	200,800,000	0	311,000,000
Guaranteed student loans:				
Interest	1,291,379,000	2,117,479,000	0	2,392,410,000
Defaults	281,918,000	369,274,000	0	787,866,000
Administrative allowance	24,580,000	36,542,000	+58,272,000	134,600,000
National student-aid commission	0	0	+1,000,000	1,000,000
Programs for the disadvantaged	147,500,000	159,500,000	0	166,678,000
Educational outreach[2]	15,000,000	15,000,000	–12,800,000	0
Graduate support:				
Graduate/professional opportunities	8,850,000	11,000,000	0	14,000,000
Public-service fellowships	4,000,000	2,000,000	–2,000,000	0
Mining fellowships	4,500,000	1,150,000	–1,150,000	0
National graduate fellowships	0	0	0	1,500,000
Institutional assistance:				
Developing institutions	110,000,000	120,000,000	0	152,600,000
Minority institutions science improvement	5,000,000	5,000,000	0	5,650,000
International education	20,000,000	28,000,000	0	32,000,000
Cooperative education	15,000,000	23,000,000	0	23,000,000
Veterans cost-of-instruction	14,380,000	12,039,000	–12,039,000	0
Construction loan subsidies	29,000,000	26,000,000	0	25,500,000
College housing loans	13,857,000	14,550,000	0	13,111,000
Architectural barriers removal	10,000,0000	0	0	0
Library resources:				
College libraries	4,988,000	4,988,000	0	4,988,000
Research libraries	6,000,000	6,000,000	0	8,000,000
Training & demonstration	1,000,000	1,167,000	0	2,500,000
Interlibrary cooperation	5,000,000	12,000,000	0	15,000,000
Professional development:				
Teacher centers	13,000,000	13,000,000	0	14,300,000
Teacher corps	30,000,000	30,000,000	0	37,500,000
Teacher fellowships	0	0	0	3,000,000
Pre-college science teacher training	2,500,000	2,500,000	0	5,000,000
Migrant college assistance program	1,173,000	1,208,000	0	1,208,000
Vocational education	779,241,000	779,241,000	0	779,241,000
Adult education	122,600,000	120,000,000	0	122,000,000
Youth employment initiative	0	0	0	900,000,000
Women's educational equity	10,000,000	10,000,000	+5,000,000	20,000,000
Bilingual training grants	31,841,250	32,075,000	+5,000,000	41,300,000
Rehabilitation training	28,500,000	25,500,000	0	25,500,000
National Institute of Handicapped Research	31,488,000	35,000,000	0	35,000,000
Legal training	5,000,000	4,000,000	–3,000,000	2,000,000
National Institute of Education	74,114,000	74,114,000	+4,936,000	83,985,000
Fund for Improvement of Postsec. Ed.	13,500,000	13,500,000	+3,500,000	20,411,000
Natl. Ctr. for Education Statistics	9,947,000	9,947,000	0	13,411,000
Institute of Museum Services	10,900,000	12,857,000	0	16,937,000
Office for Civil Rights	45,847,000	46,915,000	0	50,971,000
Handicapped education:				
Innovation and development	20,000,000	20,000,000	0	20,000,000
Personnel development	55,375,000	58,000,000	0	58,000,000
Vocational, postsecondary programs	2,400,000	4,000,000	0	4,000,000
Aid to land-grant colleges	2,700,000	2,800,000	0	0

1– Includes $284,000,000 to cover deficit in previous year.
2– Includes three programs consolidated by the Education Amendments of 1980: educational information centers, university community services, and state postsecondary commissions.

Research Budget

Continued from Preceding Page

however, would jump by 20.9 per cent under the Carter plan—from $503-million to $608-million.

Even more dramatic, said Frank Press, Mr. Carter's science adviser, is a proposed 23.5-per-cent increase in support for the National Science Foundation. Under the Carter budget, the N.S.F. would receive $1.35-billion in fiscal 1982, compared with about $1.1-billion in fiscal 1981.

Most of the increase in the foundation's budget would occur in areas where the demand for scientists is growing most rapidly, particularly in computer science and engineering, Mr. Press said.

Large increases in the foundation's science-education budget would help meet the growing problem of scientific illiteracy among American students, N.S.F. officials added.

Other federal agencies also would receive substantial, if less dramatic, increases in their university research budgets under Mr. Carter's recommendations.

In the Department of Agriculture, for example, support for universities would increase by 17.3 per cent, from $241-million to $283-million in the coming fiscal year.

More for Energy Research

Universities' share of the research money disbursed by the Department of Energy would increase by 12.5 per cent, from $312-million to $351-million.

In the Agency for International Development, which finances scientific and technological programs in developing countries, support for university work would rise by 13.3 per cent, from $60-million to $68-million. The university research budget at the National Aeronautics and Space Administration would grow from $188-million to $204-million.

Few agencies that finance university research would actually lose support under the Carter budget, Mr. Press noted. The Department of Interior's budget, for example, would remain at the fiscal 1981 level of $43-million.

Although funds for university research would drop substantially in the budgets proposed for the Environmental Protection Agency and a handful of other agencies, Mr. Press said the university research programs they supported were small.

The cuts would affect only a few programs in a handful of universities, he said.

FACT–FILE

Funds for Higher Education in Other Federal Agencies

DEPARTMENT OF HEALTH AND HUMAN SERVICES

	Actual Fiscal 1980	Fiscal 1981 Estimated	Fiscal 1981 Supplementals (+) and Rescissions (–)	Fiscal 1982 Requested
Alcohol, Drug Abuse, & Mental Health Administration:				
Mental-health research grants	$143,089,000	$152,152,000	$ 0	$177,120,000
Mental-health training grants	90,124,000	93,854,000	0	93,060,000
Drug-abuse research grants	45,909,000	46,118,000	0	52,435,000
Drug-abuse training grants	8,658,000	7,644,000	0	6,831,000
Alcoholism research grants	22,172,000	22,321,000	0	28,240,000
Alcoholism training grants	6,862,000	5,821,000	0	4,975,000
Health Resources Administration:				
Health professions education, total	476,242,000	480,988,000	–145,000,000	169,584,000
Institutional assistance	82,916,000	83,668,000	–74,000,000	9,400,000
Student assistance	107,579,000	107,500,000	0	15,000,000
Nursing programs	106,236,000	106,250,000	–48,000,000	22,438,000
Aid to disadvantaged students	19,418,000	19,568,000	0	30,000,000
Dental programs	7,851,000	8,050,000	–6,000,000	1,180,000
Public health programs	16,950,000	17,000,000	0	17,000,000
Allied health programs	6,700,000	6,700,000	–6,000,000	0
Primary care training	64,462,000	65,450,000	0	51,442,000
Area health education centers	21,000,000	21,000,000	0	15,000,000
Health services research	23,262,000	31,475,000	0	32,503,000
Health Services Administration:				
National Health Service Corps scholarships	80,000,000	80,000,000	0	70,000,000
Maternal, child health research & training	33,120,000	30,000,000	–5,957,000	22,393,000
Social services training	70,383,000	75,000,000	0	75,000,000
National Instiutes of Health:				
Cancer Institute	999,869,000	1,009,844,000	–13,565,000	1,041,761,000
Heart, Lung, & Blood Institute	527,488,000	563,743,000	–10,324,000	596,454,000
Institute of Dental Research	68,303,000	72,260,000	–302,000	76,447,000
Institute of Arthritis, Metabolism, & Digestive Diseases	341,206,000	374,767,000	–3,232,000	390,536,000
Institute of Neurological Disorders & Stroke	241,966,000	255,878,000	–2,031,000	281,181,000
Institute of Allergy & Infectious Diseases	215,364,000	234,637,000	0	248,179,000
Institute of Medical Sciences	312,468,000	336,144,000	0	362,035,000
Institute of Child Health & Human Development	208,953,000	225,190,000	–3,285,000	235,849,000
Institute on Aging	69,988,000	76,832,000	–588,000	86,099,000
Eye Institute	112,989,000	120,900,000	–2,353,000	134,401,000
Institute of Environmental Health	83,893,000	98,467,000	–3,258,000	112,498,000
Research Resources	169,196,000	184,439,000	–10,561,000	192,111,000
International Center	8,987,000	9,291,000	0	9,612,000
Library of Medicine	43,979,000	45,823,000	–341,000	47,692,000
Total N.I.H.	3,429,000,000	3,594,000,000	–49,538,000	3,849,000,000

OTHER AGENCIES	Actual Fiscal 1980	Fiscal 1981 Estimated	Fiscal 1981 Supplementals (+) and Rescissions (–)	Fiscal 1982 Requested
Action:				
Peace Corps	99,924,000	107,393,000	0	121,900,000
VISTA	32,796,000	36,850,000	0	46,396,000
Agency for International Development:				
University research*	53,000,000	60,000,000	0	68,000,000
Department of Agriculture:				
Cooperative research, experiment stations:				
Hatch Act support	117,773,000	127,715,000	0	145,583,000
Forestry research	9,966,000	10,742,000	0	12,244,000
Payments to black colleges	16,652,000	18,037,000	0	20,585,000
Special research grants	14,521,000	17,406,000	0	19,823,000
Competitive research grants	15,494,000	15,994,000	0	28,988,000
Department of Commerce:				
University research*	45,000,000	44,000,000	0	44,000,000
Corporation for Public Broadcasting	152,000,000	162,000,000	0	172,000,000
Department of Defense:				
University research*	451,000,000	528,000,000	0	639,000,000
Department of Energy:				
University research*	293,000,000	312,000,000	0	351,000,000
Environmental Protection Agency:				
University research*	47,000,000	50,000,000	0	40,000,000
Department of Interior:				
University research*	43,000,000	43,000,000	0	44,000,000
National Aeronautics and Space Administration:				
University research*	171,000,000	188,000,000	0	204,000,000
National Arts Endowment	154,610,000	159,065,000		175,000,000
National Humanities Endowment	150,100,000	151,719,000		169,483,000
Reserve Officer Training Corps	219,681,000	267,670,000	0	291,220,000
Sea-Grant Program	35,984,000	39,067,000	–3,000,000	39,112,000
Veterans' education and training	2,261,653,000	1,965,735,000	+200,522,000	1,598,716,000
National Science Foundation, total	996,250,000	1,080,359,000	0	1,353,500,000
Research:				
Mathematical & physical sciences	226,991,000	257,080,000	0	301,300,000
Astronomical & earth sciences	218,054,000	236,150,000	0	266,000,000
U. S. Antarctic program	55,836,000	64,700,000	0	70,100,000
Ocean drilling programs	19,473,000	22,000,000	0	30,000,000
Biological & social sciences	185,661,000	198,102,000	0	218,990,000
Engineering	76,601,000	86,820,000	0	104,610,000
Technological & international affairs	36,642,000	56,350,000	0	80,000,000
Inter-disciplinary programs	15,585,000	26,752,000	0	97,900,000
Program management	58,237,000	61,699,000	0	67,200,000
Total research	903,793,000	992,159,000	0	1,238,100,000
Science and engineering education	77,239,000	80,700,000	0	111,900,000

* Obligations may not represent actual appropriations requests but do reflect the Administration's financial commitment to programs.

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THE CHRONICLE
of Higher Education
February 2, 1981 • $1.25
Volume XXI, Number 21

News Summary

Articles on inside pages

A Florida community college has dismissed or suspended nearly 8,000 students in recent years in a campaign to upgrade its academic standards. Story on Page 3.

Pseudolanguages and jargon are eroding traditional English, making the nation less literate, says a well-known author. Story on Page 3.

A Fact-File listing undergraduate enrollment figures for 2,900 colleges according to race begins on Page 6.

Despite Proposition 13, state support for higher education in California has continued to increase. Story on Page 14.

Large research universities could gain substantial new federal support under proposed changes in federal accounting rules. Story on Page 15.

The Department of Education has a new Secretary, but no other top appointments to the agency have been announced. Story on Page 15.

A medical journal charges that a rival publication's "Ingelfinger rule" inhibits the reporting of new research. Story on Page 21.

The director of an innovative scholarly press is contesting his dismissal. Story on Page 21.

Foreign students will have to apply every year for permission to remain in the U..S., under new immigration rules. Story on Page 16.

Polish students in Lodz are staging sit-ins, asking complete independence for the country's universities. Story on Page 19.

Britain's Open University is being pressed to offer more nondegree courses. Story on Page 19.

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Carter, Reagan Cuts Threaten to End Boom in U.S. Student Loan Program

Guaranteed loans, which have tripled in volume in 3 years, face reduction by one third

By Robert L. Jacobson

WASHINGTON

The federal government's Guaranteed Student Loan program grew so much in recent years that many experts thought it was on the verge of revolutionizing the financing of higher education.

Now they're not so sure.

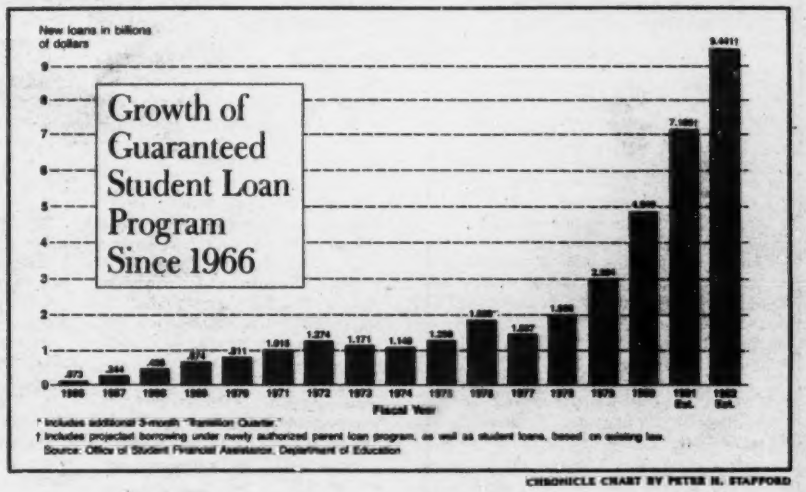
Jimmy Carter's last budget called for major cutbacks in the program. Reagan Administration officials, including David A. Stockman, director of the Office of Management and Budget, say it will be one of the prime targets of their efforts to cut federal spending. They say the program is too big a drain on federal funds, even though the loans themselves come mainly from commercial banks and other private lenders.

The Carter proposals would slow the drain on the Treasury by restricting federal interest subsidies, limiting the amounts students may borrow, and cutting back on payments to banks.

The proposals are so drastic that they could "kill the program totally and irrevocably," says Douglas R. Seipelt, president of the National Council of Higher Education Loan Programs. His comment contrasts sharply with a sense of optimism among loan officials only a few months ago.

The annual volume of new loans had more than tripled in the previous three years to about $4.8-billion. At one point last fall, federal officials were estimating that the combined borrowing of college students and their parents under the program in fiscal 1981 and 1982 would exceed $18.8-billion.

That is more than all federal spending on higher education last year and almost as much as the total amount students have borrowed under the loan program since it began in 1966.


New loans in billions of dollars
Growth of Guaranteed Student Loan Program Since 1966
Fiscal Year
* Includes additional 3-month "Transition Quarter."
† Includes projected borrowing under newly authorized parent loan program, as well as student loans, based on existing law.
Source: Office of Student Financial Assistance, Department of Education

CHRONICLE CHART BY PETER H. STAFFORD

The estimated loan volume for this year and next was scaled down recently to about $16.4-billion, assuming no change in the law. But the limitations proposed by Mr. Carter would cut the figure to about $10.8-billion, a stunning retrenchment.

Many observers expect no less from the Reagan Administration, although it has yet to announce specific recommendations. Since the loans have already reached such massive proportions, any large cuts would

Continued on Page 17, Column 1

Much Research with Human Subjects Freed from Close Scrutiny by Panels

By Cheryl M. Fields

WASHINGTON

The Department of Health and Human Services has freed broad categories of research from detailed scrutiny by campus review boards set up to protect human research subjects.

The agency issued a considerably scaled-down version of an earlier set of proposed regulations that many researchers had attacked on grounds that they would unfairly limit much research in history and the social sciences.

The proposals were also controversial because they would have extended the department's safeguards to studies that it did not finance.

'A Major Deregulation'

Published in the January 26 *Federal Register*, the final rules apply only to research financed by the department. They list categories of research that will require only a brief review, as well as categories that will be exempt from review.

According to the department, the regulations "contain broad exemptions for educational, behavioral, and social science research which involves little or no risk to research subjects. These exemptions constitute a major deregulation from rules in force at the present time." Under the rules, most social-science research will be excluded from review by the institutional boards.

The regulations also:

▶ Set out the basic elements of the informed consent that must be obtained from human research subjects.

▶ List additional elements that may be necessary in certain cases.

▶ Describe circumstances in which review boards may alter or eliminate some elements of informed consent that are usually required.

▶ Set out requirements for the members of institutional review boards.

The boards must have at least five members, with consideration given to diverse racial and cultural backgrounds, and they must include both women and men. The members also must represent more than one profession, include at least one member "whose primary concerns are in nonscientific areas," and at least one member who has no affiliation with the institution.

By reducing the amount of research covered by the regulations, the department said it expected "that the workload of [institutional review boards] will be significantly reduced, as will the paperwork burden on those scientists whose research will henceforth be exempt."

Lighter Workloads

The boards would be expected to keep records of their actions only when research proposals were disapproved or ordered to be modified. Written summaries of the boards' discussions would be necessary only when they involved controversial issues, the department said.

Since the review boards would have their workloads lightened, the agency said institutions were expected to have less trouble recruiting people to serve on the boards and the panels would "be able to

Continued on Page 16, Column 1

Loans Continued from Page 1

probably have a sweeping effect on colleges and universities.

"An awful lot of institutions have made an awful lot of judgments about tuition and other costs based on the unquestioned assumption that the loan program will be there," says one official. "If you cut the program in terms of the amount of money that's actually going to kids, there's going to be real trouble in higher education."

The growth in the number of new loans has been especially dramatic in certain states. In Illinois, which has one of the largest programs, the annual volume has more than quadrupled in the past three years, reaching about $230-million. It could double again by fiscal 1982, according to projections made before the Carter budget was annnounced.

Even veteran student-aid administrators say they are astounded by the magnitude of the borrowing. They know how the growth came about—many of them took part in getting the legislation that made it possible—but now tney are wondering whether enough thought was given to the long-range implications.

The program is helping millions of college students pay for their education, but some state loan officials and academic leaders fear that it could have unfortunate side effects. Among their concerns:

▶ That costs to the federal government could be so great that Congress would decide to cut back not only on the loans but on other forms of aid to higher education as well.

▶ That many colleges, especially private ones, may be courting financial ruin by becoming too dependent on the loans as a source of income. According to one estimate, hundreds of private institutions already receive more than half their tuition revenue through federal student aid, of which guaranteed loans are by far the largest part.

▶ That students may be saddled with excessive long-term debts. Recent amendments to the loan program enable students to borrow up to $12,500 as undergraduates and up to $25,000 through graduate school, including any undergraduate loans.

A key problem for the federal government is that the guaranteed loan program's costs have become virtually uncontrollable.

Every new loan made by private lenders automatically triggers a series of potentially expensive federal commitments, including interest subsidies for borrowers, special allowances to lenders, administrative fees to state guarantee agencies, and—in the event of a default—payment of the principal by the federal government.

Established by the Higher Education Act of 1965, the guaranteed loan program originally was intended to help middle-income students meet the rising costs of going to college. At first it was relatively small, but the program has been used more and more in recent years to generate additional student assistance without directly tapping the U.S. Treasury. Two years ago Congress voted to expand the program rather than adopt tuition tax credits.

Tied to Interest Rates

Today the loans have reached a point where their actual cost to the Treasury exceeds that of most other federal programs for higher education. The Carter Administration estimated that, even with its proposed cuts, the loans would cost about $2.23-billion in the current fiscal year—more than the $2.16-billion that is expected to be spent for Pell Grants, also known as Basic Educational Opportunity Grants.

A major factor in the growth of the program is that the more interest rates go up, the more the government is forced to spend to support the loans.

According to the Congressional Budget Office, special allowances, which are paid to encourage banks to make loans, could cost the government $400 for every $1,000 borrowed in fiscal 1982. Recently a state student-aid official, who requested anonymity, estimated the total federal cost—including special allowances, interest subsidies, and administrative costs—at about 79½ cents on the dollar.

Since most of the government's costs for the loan program are triggered automatically, observers anticipate that Congressional budget cutters may be more inclined to trim spending in areas where they have direct control, such as federal grants to students and colleges. Officials of the College Board, among other groups, have warned that grants to needy students would be especially vulnerable in those circumstances.

Lawrence E. Gladieux, director of the board's Washington office, notes that when Congress was looking for ways to trim federal spending last spring, it slashed appropriations for Pell Grants by $140-million at the same time it appropriated $650-million to cover an unexpected jump in the cost of the loan program.

State loan officials report, meanwhile, that guaranteed loans are becoming essential to the financial health of many colleges and universities, especially institutions that rely heavily on tuition for their income.

The link is already so strong that if the loans were to end suddenly, "the private schools of this country would go down the tubes in droves," says Mr. Seipelt, who heads the state loan agency in Colorado.

In Colorado, officials acknowledge that the state has cut its own student-aid program by 25 per cent in the last two years because of a political calculation that guaranteed loans would take up the slack.

In Pennsylvania, where state-supported institutions have relatively high tuition rates, both public and private institutions are "extremely dependent" on guaranteed loans, says Kenneth R. Reeher, executive director of the Pennsylvania Higher Education Assistance Agency. Private institutions are "holding their own" in the struggle to maintain enrollment, Mr. Reeher says, "and they certainly couldn't do that without the loan program."

The tremendous growth in guaranteed student loans was not foreseen by its original planners, says David C. Bayer, the program's chief administrator in the U.S. Department of Education.

For years, many banks did not participate, blaming inadequate financial incentives and excessive paperwork requirements. But in the last two years Congress has made the program so appealing to investors that "it almost feeds on itself," says David Longanecker, an analyst for the Congressional Budget Office.

Virtually everyone involved in the program is likely to benefit:

▶ For the undergraduate and his family, it can mean up to $5,500 in loans each year—$2,500 for the student and, under a new companion program, $3,000 for his parents—at no more than 9-per-cent interest. (Previous borrowers are still eligible for a 7-per-cent rate.)

▶ For state guarantee agencies, the program means federal cash advances, insurance premiums, cost allowances, and a generous "reinsurance" policy that can relieve them of the ultimate responsibility for making good on bad loans.

▶ For the lender, it means fully competitive interest rates (including subsidies and special allowances), handling fees, and a convenient "secondary market" in which loans can be sold.

The Middle Income Student Assistance Act of 1978 removed a $25,000 family income ceiling that had previously determined whether borrowers were eligible to have the government pick up all their interest payments while they were still in college. Loan officials say the change has made many middle- and high-income families eligible for the first time to borrow under the program.

More 'Rigor'?

All that has prompted lenders to make student loans as never before. In many cases, says Mr. Seipelt, banks find the program more profitable than mortgage loans. It is so attractive from an investment standpoint that several of the nation's leading financial institutions have become major participants.

Although guaranteed loans are under attack because of their high cost, some analysts suggest that they are probably more in tune philosophically with conservatives in Congress and the Reagan Administration than are other forms of student aid.

In that view, loans impose a certain "rigor" that grant programs do not, says Leonard D. Schaeffer, executive vice-president of the federal government's Student Loan Marketing Association, known as "Sallie Mae." Students who borrow money for a college education are accepting a responsibility to pay it back, he says, rather than taking a government "handout."

Washington Notes

■ **Decontrol of Oil Prices Costly to Colleges**

President Reagan's deregulation of crude-oil prices last week is expected to have a "marked effect" on fuel costs of colleges and universities.

Oil-industry economists estimated that deregulation would increase average retail prices of fuel oil and gasoline by about 10 cents a gallon.

The full effect of deregulation might not hit college and university budgets until later because most of them had fuel in storage or under contract for the current heating season, said Chris E. Crittenden, director of the Energy Task Force, operated jointly by the American Council on Education, National Association of College and University Business Officers, and Association of Physical Plant Administrators of Universities and Colleges.

Mr. Reagan's deregulation order speeds up the lifting of oil-price controls that under the Carter Administration had been scheduled to end September 30.

■ **Boost Research, Cut Loans, Senate Chairman Says**

Funds for health research and scientific training should be given a high priority in the federal higher-education budget, according to the new chairman of the Senate subcommittee that handles education and health spending.

Sen. Harrison H. Schmitt, Republican of New Mexico, said he would support moves to cut costs in the Guaranteed Student Loan program.

Senator Schmitt's subcommittee will begin hearings this week on fiscal 1982 appropriations for the Departments of Education, Labor, and Health and Human Services.

Those departments are now operating under a continuing appropriations resolution because they did not receive regular appropriations for fiscal 1981 before the Ninety-sixth Congress adjourned last year.

Senator Schmitt said his panel would not draft a fiscal 1981 appropriations bill to replace the continuing resolution, although it will expire June 5 and must be extended until September 30 when the fiscal year ends. He said the resolution might be modified through supplemental appropriations and rescissions of fiscal 1981 funds.

■ **Veterans' Programs Threatened by Proposed Budget Cuts**

Special campus services for veterans may be sharply curtailed or discontinued altogether, college officials say, if Congress accepts a proposal to rescind the $12-million appropriated for operating the Veterans' Cost-of-Instruction program in fiscal 1981.

The budget prepared by the Carter Administration also asked for no money for the program in fiscal 1982.

The program provides grants to colleges to recruit veterans and provide them with counseling and other special services. If the fiscal 1981 rescission is approved, about 1,025 campuses will lose funds from the program on June 30, said Richard H. Barnes, chairman of the National Association of Veterans' Programs Administrators. Many campus veterans'-affairs offices depend entirely on federal funds, he said, adding that it would be hard for institutions to find replacement funds with less than six months' notice.

College officials also said that eliminating the program could result in sharp increases in overpayments of GI Bill benefits by the government. Veterans' offices helped monitor payments to veterans.

■ **Small Campuses May Lose Under New Fellowship Plan**

Small institutions of higher education may lose out on federal support for graduate education as a result of recent changes in fellowship programs, the Department of Education has warned.

The Education Amendments of 1980 consolidated three existing fellowship programs into one campus-based program for needy graduate and professional students. Under the new program, no allotments smaller than $75,000 can be distributed to institutions.

Carter Administration officials recommended that Congress eliminate that minimum requirement because it might unfairly exclude smaller institutions that would need less than $75,000 but did have graduate and professional students eligible for aid.

Congressional aides said, however, that changes in the program were unlikely because Congress deliberately set the minimum allocation to keep fellowship money from being spread too thin and to focus support on graduate programs that enroll significant numbers of disadvantaged students.

The change in the fellowship program was one of 48 recommendations made by the outgoing Carter Administration to correct technical errors in the education law and to address unanticipated problems arising from the new legislation. Congressional aides, however, said no urgent problems with the law had been identified.

■ **Rights Agency to Focus on Desegregation, Sports**

The Office for Civil Rights in the Department of Education plans to spend nearly a third of its resources in the current fiscal year on monitoring compliance with civil-rights laws on college and university campuses.

Most of those efforts will be concentrated on desegregation of public

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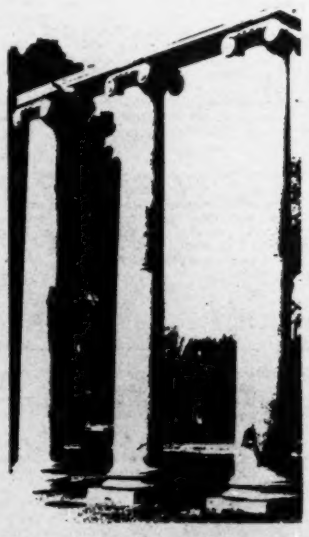

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CCAS ANNUAL MEETING: November 10-13, 1981, Hyatt Lake Tahoe Hotel

FACT–FILE

Undergraduate Enrollment, by Race,

WASHINGTON

Following are undergraduate enrollments of black, white, American Indian, Asian, and Hispanic students at more than 2,900 U. S. colleges and universities in fall, 1978, expressed as a percentage of the total undergraduate enrollment at each institution. The figures include both full-time and part-time students.

The data were compiled by the Office for Civil Rights of the Department of Education. Figures do not include non-resident aliens; therefore, the percentages at an institution may not total 100.

	American Indian	Black	Asian	Hispanic	White	Total enrollment
ALABAMA						
Alabama A&M U	0.1	74.6	0.1	0.2	6.8	3,286
Alabama Christian C	0.1	48.9	0.3	0.1	49.5	1,112
Alabama Lutheran Acad & C	0.0	100.0	0.0	0.0	0.0	228
Alabama St U	0.0	98.8	0.1	0.2	0.2	3,971
Alexander City St JC	0.1	33.9	0.0	0.1	65.9	1,200
Athens St C	0.2	6.5	0.4	0.1	92.3	1,123
Auburn U						
Main Campus	0.1	1.9	0.2	0.2	97.3	15,345
Montgomery	0.0	12.5	0.9	0.0	86.6	2,710
Birmingham So C	0.0	12.8	0.6	0.1	86.5	1,249
B T Washington Bus C	0.0	100.0	0.0	0.0	0.0	325
Brewer St JC	0.0	23.3	0.1	0.0	76.6	1,789
Chattahoochee Valley CC	0.4	30.8	0.0	0.5	67.4	2,454
Enterprise St JC	0.1	7.7	0.7	0.2	91.4	1,851
Faulkner St JC	0.1	15.3	0.3	0.4	82.8	1,882
Gadsden St JC	0.7	14.2	0.0	0.2	79.6	3,611
Geo Wallace St CC Dothan	0.4	12.3	0.5	0.4	86.2	1,974
Hanceville	0.0	2.0	0.0	0.0	97.6	1,025
Selma	0.0	40.6	0.0	0.0	59.0	1,819
Huntingdon C	0.2	11.3	0.0	0.3	88.8	620
Jacksonville St U	0.1	12.8	0.5	0.8	85.9	6,005
Jeff Davis St JC	0.0	19.0	0.0	0.0	81.0	636
Jefferson St JC	0.0	18.5	0.1	0.1	80.6	6,508
J Calhoun St CC	0.3	9.6	0.2	0.3	89.2	4,807
Judson C	0.0	5.0	0.0	0.0	95.0	317
Lawson St CC	0.0	98.1	0.0	0.0	0.2	1,295
Livingston U	0.1	24.3	0.2	0.1	74.3	1,034
Lomax-Hannon JC	0.0	100.0	0.0	0.0	0.0	160
L Wallace St JC	0.0	15.6	0.0	0.0	84.0	806
Marion Mil Inst	0.0	3.8	0.4	0.9	92.0	225
Miles C	0.0	99.4	0.0	0.0	0.6	1,254
Mobile C	0.2	7.5	0.0	0.8	91.7	872
NE Ala St JC	0.1	2.9	0.0	0.1	93.9	1,475
NW Ala St JC	0.0	9.7	0.0	0.0	90.7	979
Oakwood C	0.0	99.1	0.0	0.0	0.9	1,251
P Henry St JC	0.0	19.8	0.0	0.5	79.7	743
S Bishop St JC	0.0	99.0	0.0	0.0	8.7	1,340
Samford U	0.2	6.6	0.1	0.3	92.4	2,625
Selma U	0.0	100.0	0.0	0.0	0.0	632
Snead St JC	0.0	1.0	0.0	0.1	98.7	1,259
SE Bible C	0.0	0.9	0.4	0.0	97.8	231
So Benedictine C	0.3	4.1	0.5	1.0	93.6	393
So Bus C	0.0	69.9	0.0	0.0	30.1	1,224
So Union St JC	0.0	14.1	0.0	0.0	85.5	1,540
So Vocational C	0.0	98.4	0.0	0.0	3.6	387
Spring Hill C	0.0	2.5	0.1	1.9	94.3	841
Stillman C	0.0	98.0	0.0	0.7	0.7	590
Talladega C	0.0	98.8	0.0	0.0	0.8	647
Troy St U Main Campus	0.1	13.3	0.5	0.7	85.2	5,591
Dothan-Ft Rucker	0.1	6.2	0.0	0.8	92.7	882
Montgomery	0.1	21.7	0.4	0.5	77.1	1,700
Tuskegee Inst	0.0	98.5	2.0	1.1	0.4	2,936
U of Alabama Tuscaloosa	0.0	10.8	0.0	0.8	87.5	13,130
Birmingham	0.2	22.0	0.5	0.2	76.8	8,530
Huntsville	0.1	5.4	0.9	0.7	91.8	3,286
U of Montevallo	0.1	6.7	0.0	0.0	91.8	2,490
U of No Alabama	0.0	8.7	0.1	0.1	90.7	4,185
U of So Alabama	0.6	9.3	0.8	0.3	87.9	5,742
Walker C	0.0	7.4	0.0	0.0	91.4	701
ALASKA						
Alaska Bible C	30.8	0.0	0.0	0.0	69.2	13
Alaska Pac U	32.4	10.8	5.4	0.0	51.4	37
Shtdl Jackson C	58.2	0.0	0.0	0.3	42.4	297
U Alaska Anchorage	4.8	3.5	2.1	1.4	87.7	2,503
Anchorage CC	5.4	6.0	2.6	2.0	83.8	6,314
Fairbanks	12.2	2.3	1.8	0.5	82.6	2,089
Juneau-Douglas CC	10.1	1.0	1.6	0.5	86.9	616
Juneau SE St C	7.1	2.9	1.4	0.7	87.9	140
Kenai CC	5.1	0.4	0.5	0.6	92.9	1,419
Ketchikan CC	16.1	0.0	2.4	0.9	80.4	669
Kuskokwim CC	77.1	0.4	0.8	0.8	20.5	258
Matanuska-Susitna CC	2.6	0.4	0.0	0.0	97.0	270
Sitka CC	43.8	6.3	0.0	0.0	43.8	16
Tanana Vly C	7.4	3.1	1.2	1.1	86.8	2,015
ARIZONA						
Arizona St U	1.1	2.6	1.1	4.8	88.9	25,901
Arizona Wstrn C	5.0	6.4	6.0	23.5	57.8	1,996
Central Arizona C	13.4	5.2	0.6	19.5	61.2	1,278
Cochise C	0.7	4.7	1.6	15.9	73.0	3,463
C of Ganado	83.9	0.0	0.8	0.8	14.5	248
Devry Inst Tech	1.1	2.9	1.3	4.3	90.4	2,374
Estrn Arizona C	7.7	3.9	0.4	18.1	68.8	3,604
Grand Canyon C	3.6	3.9	0.9	3.6	86.6	916
Glendale CC	0.4	2.4	1.2	8.7	86.4	12,035
Maricopa Tech CC	4.0	13.6	0.8	16.3	65.3	3,377
Mesa CC	1.8	3.3	0.8	8.6	84.8	6,544
Phoenix C	2.0	3.6	0.9	19.8	73.2	15,786
Scottsdale CC	1.9	0.9	0.6	1.8	94.7	6,127
Mohave CC	4.2	0.1	0.5	1.8	93.6	3,408
Navajo CC	97.5	0.0	0.1	0.5	1.7	809
Nrthrn Arizona U	3.6	1.1	0.5	4.9	89.4	10,431
Northland Pioneer C	21.4	4.6	0.0	5.3	68.8	3,841
Pima CC	2.4	4.0	1.1	16.3	73.0	21,521
Prescott Ctr C	0.0	0.0	0.0	1.5	98.5	67
Shiwitm Bapt Bib C	0.6	0.6	1.2	0.6	97.1	170
U of Arizona	0.6	1.2	0.8	4.2	90.0	18,458
Yavapai C	7.0	0.7	0.4	6.1	82.3	1,053
ARKANSAS						
Amer C of Commerce	0.0	8.3	0.0	0.0	91.7	192
ARKANSAS—Continued						
Arkansas Bapt C	0.0	90.7	0.0	0.0	9.3	429
Arkansas C	0.4	9.4	0.6	0.2	87.4	478
Arkansas St U Main Campus	0.7	12.6	0.2	0.3	86.1	6,190
Beebe Branch	0.1	7.9	0.1	0.1	92.6	676
Arkansas Tech U	0.6	5.2	0.2	0.3	93.0	2,541
Cap City Bus C	0.0	53.6	0.0	0.0	46.4	804
Central Baptist C	0.0	0.5	0.9	0.0	98.6	215
C of the Ozarks	1.0	7.7	11.1	0.0	80.2	521
Crowley's Ridge C	0.0	1.6	0.0	0.0	98.4	63
E Arkansas CC	0.0	34.0	0.5	0.0	65.5	744
Garland Co CC	0.1	8.7	1.2	0.4	89.4	1,361
Harding C	0.2	1.3	0.3	0.5	98.7	2,820
Henderson St U	0.1	20.6	0.6	0.2	78.5	2,676
Hendrix C	0.1	5.2	1.2	0.3	92.7	983
John Brown U	1.8	0.7	0.6	0.1	96.2	894
Miss Co CC	0.0	18.0	0.0	3.2	81.8	1,008
No Arkansas CC	0.0	0.0	0.0	0.0	100.0	765
Ouachita Bapt U	0.0	7.5	0.0	0.4	90.2	1,421
Philander Smith C	0.0	97.5	1.1	0.8	0.8	529
Phillips Co CC	3.7	38.1	0.4	0.3	57.5	1,498
Shorter C	0.0	98.3	0.0	0.0	1.2	172
So Arkansas U Main Campus	0.1	22.1	0.3	0.2	76.7	1,759
El Dorado Br	0.0	24.0	0.5	0.0	75.5	396
SW Tech Inst	0.0	13.2	0.0	0.0	86.6	605
Southern Bapt C	0.2	3.1	0.0	0.0	91.9	418
U of Arkansas Main Campus	0.9	4.6	0.7	0.4	91.1	11,393
Little Rock	0.6	14.2	0.5	0.3	84.3	6,985
Med Sci	0.0	4.5	0.6	0.2	94.8	535
Monticello	0.2	16.3	0.2	0.2	83.0	1,707
Pine Bluff	0.2	85.5	0.2	1.6	11.1	2,927
U of Central Ark	0.0	12.1	0.0	0.0	87.8	4,572
Westark CC	2.5	4.0	2.7	0.5	89.3	3,201
CALIFORNIA						
Allan Hancock C	1.4	5.7	4.2	12.4	76.3	5,343
American Acad of Dram Art	0.5	4.3	0.0	4.3	89.8	211
Antelope Valley C	3.1	4.7	1.8	6.4	83.8	4,504
Armstrong C	0.0	19.0	7.6	2.2	33.2	184
Art Ctr C Des	0.5	0.7	7.2	3.2	81.5	1,101
Azusa Pacific C	0.6	5.6	3.1	3.7	80.3	1,204
Bakersfield C	1.9	7.2	2.4	16.4	71.8	8,852
Barstow C	1.9	8.6	1.1	15.0	67.0	914
Bethany Bible C	1.3	1.9	2.3	6.3	87.5	480
Biola C	0.4	2.2	2.2	2.5	90.6	2,277
Brooks C	1.5	8.9	3.9	6.1	75.4	688
Butte C	1.2	1.2	0.9	4.0	92.4	6,270
Cabrillo C	1.4	0.9	2.6	5.9	87.1	5,518
Cal Baptist C	1.1	7.1	0.8	2.8	83.7	719
Cal Christian C	0.0	0.0	0.0	4.3	95.7	23
California C of Arts & Crafts	1.8	5.4	9.9	3.6	71.2	919
Cal Inst of Arts	0.2	5.8	1.9	3.5	83.6	539
Cal Inst of Tech	0.1	1.6	7.8	2.5	80.4	900
Cal Lutheran C	0.2	3.1	1.0	1.9	92.0	1,221
Cal Merit Acad	0.0	1.7	3.5	3.3	91.5	484
California St C Bakersfield	2.4	7.7	3.5	12.0	72.0	2,218
San Bernardino	2.1	12.4	1.9	15.7	66.8	3,063
Stanislaus	1.7	6.0	2.7	11.0	78.1	2,364
Cal Poly St U San Luis Obispo	1.6	1.5	4.5	3.2	88.3	14,666
Pomona	1.6	3.8	5.4	9.8	72.3	12,885
California St U Chico	0.7	2.3	2.1	4.0	88.4	11,441
Dominguez Hills	1.0	40.2	9.0	7.0	40.8	5,117
Fresno	0.9	3.9	6.1	12.0	72.4	11,858
Fullerton	1.0	3.4	3.6	8.8	81.4	16,542
Hayward	1.4	15.1	8.4	5.9	65.6	7,586
Long Beach	1.1	9.5	10.5	8.4	67.9	24,141
Los Angeles	0.7	16.0	19.7	23.3	36.0	16,361
Northridge	2.5	7.7	7.7	8.5	71.8	21,766
Sacramento	1.7	7.0	7.8	5.7	74.0	15,572
Humboldt St U	1.5	0.7	2.3	2.5	92.0	6,331
San Diego St U	1.9	5.1	4.5	8.6	77.9	23,758
San Fran St U	0.8	10.7	19.1	6.5	59.5	17,794
San Jose St U	1.7	9.2	11.5	9.6	64.5	20,638
Sonoma	1.4	3.7	2.2	4.4	87.5	4,135
Chr Early Ed	0.0	14.3	0.0	0.0	85.7	14
Cerritos C	1.2	4.9	2.9	16.6	73.8	11,117
Cerro Coso CC	1.6	7.8	1.9	3.9	84.3	2,716
Chabot C	2.5	6.5	7.3	7.6	75.6	16,685
Chaffey C	1.3	3.9	1.5	14.6	77.7	8,412
Chapman C	0.7	6.7	4.4	3.4	79.3	3,220
Christ C Irvine	0.0	0.0	1.7	0.0	94.2	120
Christ Heritage C	0.4	0.2	1.0	1.7	96.3	484
Citrus C	1.0	5.0	2.0	11.6	78.5	5,672
Claremont C's Claremt Men's C	0.1	3.4	5.1	3.6	83.7	865
Harvey Mudd C	0.0	1.1	16.0	1.9	78.1	474
Pitzer C	0.0	6.7	3.5	7.1	80.5	790
Pomona C	0.1	3.4	8.4	6.5	78.7	1,341
Scripps C	0.2	3.2	4.5	6.3	81.8	559
Coast CC Golden West C	1.9	1.2	5.1	5.0	86.6	15,669
Orange Coast C	3.0	1.1	6.4	5.6	83.4	15,606
Cosumnes CC	1.1	0.6	3.4	2.7	92.5	17,409
Cogswell C	0.5	5.1	15.9	5.6	31.7	410
C of the Canyons	0.7	3.8	1.4	5.3	88.1	2,198
C of the Desert	0.7	3.6	1.4	13.3	79.9	4,407
C of Marin	1.2	3.8	2.4	3.1	87.6	4,840
C of Notre Dame	0.0	5.3	4.2	3.6	84.5	833
C of Redwoods	3.2	0.7	0.8	2.5	92.9	8,160
C of Sequoias	2.0	3.3	1.1	13.6	76.7	5,367
C of Siskiyous	2.5	2.6	1.3	2.7	87.0	1,260
Columbia C	1.5	0.3	0.6	1.9	95.3	1,979
Compton CC	0.4	76.5	1.0	4.1	4.7	3,956
Contra Costa CC Contra Costa C	1.3	33.2	6.1	7.9	50.8	6,423
Diablo Valley C	1.1	2.7	2.9	3.5	89.2	14,705
Los Medanos C	1.2	9.7	2.0	10.7	76.3	3,614
Crafton Hills C	1.1	2.0	1.3	6.1	89.2	2,426
Cuesta C	1.3	1.3	3.4	5.7	86.5	3,931
Cypress C	1.4	1.5	3.9	7.9	84.5	5,996
D-Q U	37.7	0.0	0.0	62.3	0.0	159
Deep Springs C	0.0	4.2	0.0	0.0	95.8	24
Dominican C of San Rafael	0.3	2.7	2.4	4.3	90.5	370
Dominican Sch of Phil & Theo	5.6	0.0	5.6	16.7	72.2	18
Don Bosco Tech Inst	0.0	1.2	5.8	43.1	48.6	327
El Camino C	1.2	17.6	7.7	7.1	66.7	27,824
Fash Inst of Des & Merch	0.0	11.8	4.9	8.7	72.3	1,886
Foothill-DeAnza CC De Anza C	4.3	3.2	6.9	5.6	79.5	9,900
Foothill C	1.0	4.5	7.4	5.3	80.5	7,597
Fresno Pac C	0.3	3.0	2.4	8.6	77.4	371
Fullerton C	1.4	1.4	3.0	8.9	83.8	14,021
Gavilan C	1.2	1.9	3.2	27.5	60.6	2,034
Glendale CC	1.0	1.1	5.0	11.9	76.2	6,401
Golden Gate U	0.0	4.2	4.9	2.2	87.0	2,919
Grossmont C	1.2	1.7	2.0	6.3	87.3	5,712
Hartnell C	3.4	3.8	4.3	22.3	64.6	4,187
Heald Engr C	0.1	8.5	16.8	3.5	57.5	769
Holy Family C	1.4	0.0	1.4	2.9	94.3	70
CALIFORNIA—Continued						
Holy Names C	1.7	8.8	4.4	6.9	46.6	363
Humphreys C	1.1	4.3	2.5	9.3	66.7	279
Immac Heart C	0.8	9.9	1.8	21.3	60.3	395
Imperial Valley C	1.0	4.7	10.8	38.1	42.0	1,618
Indian Valley Cs	1.6	2.3	2.3	3.9	89.5	2,206
International C	0.0	0.0	0.0	0.0	99.3	15
J F Kennedy U	0.8	2.4	0.8	1.8	92.9	126
Lake Tahoe CC	0.8	0.6	1.1	2.5	94.9	725
Lassen C	5.9	3.0	0.6	3.9	81.5	2,084
Life Bible C	1.2	8.4	2.2	6.8	80.1	502
Lincoln U	0.0	0.8	2.3	0.4	0.0	258
Loma Linda U	0.1	10.0	9.7	8.3	64.8	2,804
Long Bch City C	1.0	9.3	4.5	5.4	79.0	28,386
L A Baptist C	0.3	2.4	1.1	3.2	91.9	371
Los Angeles CC East L A C	1.3	5.6	10.7	70.6	11.5	12,401
L A City C	1.5	41.9	16.8	19.3	18.4	15,041
L A Harbor C	2.3	19.5	13.9	20.2	43.8	8,990
L A Mission C	1.8	11.9	2.6	42.3	41.1	2,137
L A Pierce C	2.3	3.5	4.1	6.6	83.0	17,131
L A SW C	0.4	96.1	1.7	0.5	1.3	5,360
L A Tr & Tech C	1.7	55.7	6.9	21.7	12.8	12,986
L A Valley C	2.0	6.3	6.9	13.0	70.4	17,097
West L A C	1.2	53.8	6.6	5.9	32.4	7,339
Los Rios CC Amer River C	1.5	7.2	7.8	4.7	83.7	17,524
Cosumnes Riv C	1.5	14.6	7.2	7.6	69.5	4,221
Sacramento City C	1.3	17.5	11.1	12.3	54.4	11,461
Loyola Marymount U	0.4	7.5	4.0	17.4	66.1	3,457
Marymount Palos Verdes C	1.1	10.6	4.9	10.9	43.1	348
Melodyland Sch of Theology	0.0	4.0	1.2	2.8	85.8	247
Mendocino C	4.9	1.3	0.7	2.6	89.3	1,697
Menlo C	0.2	0.6	1.6	0.5	73.9	624
Merced C	1.2	10.2	3.1	13.4	70.1	6,112
Mills C	0.6	10.0	7.4	3.1	71.7	851
Mira Costa C	1.2	8.5	2.9	10.2	77.2	4,259
Modesto JC	2.1	2.1	3.0	10.1	82.7	8,756
Monterey Inst for Foreign Studies	0.0	2.4	1.2	4.8	82.1	84
Monterey Penin C	0.9	13.0	8.6	4.7	72.7	5,057
Mt St Mary's C	0.2	8.2	6.9	16.2	69.1	933
Mt San Antonio C	0.8	7.9	3.3	18.7	69.1	14,987
Mt San Jacinto C	2.7	3.7	0.9	8.7	83.4	2,150
Napa C	1.5	2.7	2.7	5.5	86.4	4,536
National U	1.0	11.7	3.6	5.1	78.9	2,031
New C of Cal	1.4	16.4	0.9	2.8	78.7	580
Northrop U	0.1	1.1	0.0	0.0	61.1	715
Occidental C	0.2	4.9	6.8	5.7	80.0	1,844
Ohlone C	1.0	2.6	6.2	7.9	81.7	6,615
Otis Art Inst	0.0	4.7	9.4	5.9	65.9	85
Pac Christian C	1.2	8.0	1.9	4.2	83.6	590
Pacific Oaks C	0.0	9.3	1.2	4.7	80.2	86
Pacific Union C	0.7	2.8	6.5	3.4	79.5	2,088
Palomar C	2.1	2.7	3.0	6.9	84.3	11,645
Palo Verde C	0.2	5.6	2.4	25.9	63.3	425
Pasadena City C	0.4	14.4	7.9	10.5	64.3	14,870
Patten Bible C	1.2	37.0	3.7	3.7	46.9	81
Pepperdine U	0.7	12.8	2.8	4.0	67.8	2,796
Peralta CC's C of Alameda	1.4	48.6	9.8	5.8	36.0	5,805
Feather River C	2.2	5.4	0.5	2.4	89.7	628
Laney C	1.0	55.0	7.7	6.8	29.0	6,644
Merritt C	1.3	43.3	8.4	4.7	41.5	5,871
Vista C	1.3	27.7	3.7	7.0	60.1	2,106
Point Loma C	0.2	1.4	1.2	2.4	94.8	1,611
Portervlle C	1.4	2.5	2.4	20.1	71.9	1,890
Rio Hondo C	2.0	1.0	3.0	38.6	54.4	11,533
Riverside City C	2.0	9.2	1.2	8.1	77.9	12,475
Saddleback CC	1.0	1.5	2.5	3.5	90.7	13,396
St John's C	0.0	1.9	3.7	15.7	77.8	108
St Mary's C Cal	0.3	6.8	1.8	6.5	75.2	1,461
St Patrick's C	0.0	0.0	11.1	16.7	72.2	36
San Bernardino Valley C	1.4	13.5	1.3	13.7	69.5	12,566
San Diego CC City C	0.9	33.5	3.3	14.4	46.4	4,247
Evening C	0.9	15.1	3.4	9.0	70.5	16,772
Mesa C	0.5	7.2	3.2	5.7	81.9	7,935
Miramar C	0.8	6.8	3.7	7.0	81.4	844
S D Inst	2.1	1.9	2.8	4.0	75.6	948
City C of S F	0.6	17.5	28.3	9.3	43.3	21,884
S F Consv Music	1.3	5.1	8.2	9.8	74.1	156
San Joaquin Delta C	4.9	8.2	8.7	15.2	58.3	15,636
San Jose Bible C	0.4	5.0	1.3	3.4	89.5	238
San Jose CC Evergreen Vly C	0.6	5.3	5.3	10.2	76.5	5,164
San Jose City C	1.2	3.8	5.7	9.3	79.5	12,213
San Mateo CC Canada C	0.5	8.1	2.9	10.2	75.9	5,002
C of San Mateo	0.6	4.2	7.1	7.4	79.5	10,502
Skyline C	1.0	10.1	11.5	14.0	62.1	5,675
Santa Ana C	1.7	5.1	2.4	13.4	73.1	11,227
Santa Barbara City C	2.2	2.8	2.7	9.6	82.7	5,284
Santa Monica C	1.1	10.1	6.3	8.6	69.8	13,899
Santa Rosa JC	1.2	1.5	1.7	4.2	90.1	10,473
Shasta C	3.3	0.8	0.8	4.2	91.0	9,966
Sierra C	1.8	0.5	1.3	3.8	92.4	5,793
Simpson C	0.0	4.1	3.7	2.3	88.6	219
Solano CC	1.3	14.9	5.6	5.5	69.9	6,339
So California C	0.5	2.1	3.7	5.8	83.8	589
So California Inst of Arch	0.0	0.8	3.6	4.8	71.5	249
Southwestern C	0.8	4.5	9.2	21.1	60.4	9,575
Stanford U	0.6	5.4	5.7	5.9	80.0	6,598
State Ctr CC Fresno City C	1.3	7.2	3.3	22.9	64.3	12,582
Reedley C	0.9	2.4	4.5	30.1	60.5	2,474
Taft C	2.3	3.7	0.4	2.7	87.7	747
US Internatnl U	0.8	6.3	5.7	2.1	42.2	999
U of California Berkeley	0.5	3.5	19.3	3.5	71.0	19,999
Davis	0.6	2.9	9.2	3.5	82.0	12,606
Irvine	0.4	4.7	9.9	8.0	73.0	7,657
Los Angeles	0.4	5.1	14.2	6.4	71.1	20,167
Riverside	1.0	7.1	6.3	9.1	75.7	3,247
San Diego	0.5	4.4	8.3	5.8	78.9	6,462
San Francisco	0.0	4.6	16.3	4.1	74.4	367
Santa Barbara	0.8	2.0	4.9	6.2	84.8	12,612
Santa Cruz	0.5	2.4	3.4	6.5	86.4	5,504
U of Judaism	0.0	0.0	0.0	0.0	100.0	92
U of La Verne	0.4	7.6	1.8	14.6	64.3	1,353
U of the Pacific	0.2	2.8	10.9	3.2	76.1	3,826
U of Redlands	0.5	7.8	5.0	4.5	80.9	2,273
U of San Diego	0.4	3.4	3.3	8.6	79.9	2,250
U of San Fran	0.4	7.1	13.3	7.4	55.8	3,823
U of Santa Clara	0.2	2.3	7.8	8.1	76.3	3,420
U of So California	0.5	7.2	11.4	7.1	60.8	14,946
U of West L A	2.2	18.9	4.4	4.4	72.1	136
Ventura Co CC Moorpark C	1.1	1.5	1.3	8.0	87.7	6,346
Oxnard C	1.0	9.6	6.7	29.9	52.0	3,372
Ventura C	1.2	3.3	3.3	17.1	74.8	9,166
Victor Valley C	1.5	10.9	2.0	5.2	80.1	2,967
West Coast Bible C	0.0	0.0	2.0	7.0	83.4	199
West Coast U Main Campus	0.0	9.5	4.9	5.6	46.5	409
Orange Co Ctr	0.0	0.4	1.9	3.9	85.3	259
Wstrn St C Engr	0.0	17.5	20.4	9.7	26.2	103

in U.S. Colleges and Universities

	American Indian	Black	Asian	Hispanic	White	Total enrollment
DISTRICT OF COLUMBIA—Continued						
Mt Vernon C	0.0	7.7	0.4	4.0	78.5	479
Southeastern U	0.4	55.8	2.4	1.0	12.9	735
Strayer C	0.5	73.7	0.6	1.1	11.2	1,709
Trinity C	0.0	9.6	1.8	4.6	83.2	457
U of D C	1.7	84.3	4.1	1.1	4.2	12,995
Washington Intl C	0.0	84.9	1.1	2.7	28.7	282
FLORIDA						
Barry C	0.4	8.7	0.8	15.2	69.7	1,396
Bethune Cookman C	0.0	95.4	0.1	0.2	0.9	1,779
Biscayne C	0.0	5.5	0.3	51.4	38.0	2,002
Brevard CC	0.4	7.8	0.7	1.5	87.2	9,114
Broward CC	0.3	6.4	0.1	2.1	87.1	14,986
Central Fla CC	0.1	17.2	0.3	1.1	79.5	2,254
Chipola JC	0.7	19.0	0.1	0.4	79.7	1,022
Clearwater Christian C	0.0	1.2	0.0	2.3	92.5	173
C of Boca Raton	0.0	3.4	0.0	4.7	84.4	443
Daytona Beach CC	0.1	13.3	0.4	0.9	84.2	3,947
Eckerd C	0.1	5.8	0.2	3.9	82.3	866
Edison CC	1.1	4.7	0.4	1.7	91.9	2,914
Edward Waters C	0.0	95.3	0.0	0.0	0.8	540
Embry-Riddle Aeronautical U	0.4	3.2	1.2	1.1	89.4	5,840
Flagler C	0.0	2.0	0.1	0.1	96.9	711
Florida Beacon C	0.0	16.6	0.0	3.4	64.4	89
Florida C	0.0	2.1	0.0	1.2	95.9	514
Fla Inst of Tech	0.0	2.1	0.1	1.6	83.8	3,019
Florida JC at Jacksonville	0.2	19.8	0.7	0.7	78.5	11,971
Florida Keys CC	0.4	5.1	1.2	7.2	85.3	919
Fla Memorial C	0.0	96.3	0.0	0.5	0.0	582
Fla Southern C	0.2	1.5	0.1	2.0	94.5	1,620
Fort Lauderdale C	0.0	26.5	0.5	5.9	64.8	822
Gulf Coast CC	0.2	10.7	0.9	0.7	87.0	3,234
Hillsborough CC	0.1	13.1	1.0	3.1	81.8	10,917
Indian River CC	0.2	14.3	0.8	1.1	82.2	2,864
International Fine Arts C	0.0	3.0	1.3	2.8	87.4	231
Jacksonville U	0.2	5.4	0.8	4.8	84.3	1,905
Jones C Main Campus	0.3	21.3	1.0	1.3	74.9	1,186
Orlando Campus	0.0	14.7	0.7	2.2	82.3	1,235
Lake City CC	0.1	22.3	0.2	1.0	76.0	2,264
Lake-Sumter CC	0.5	15.8	0.2	1.0	82.5	1,925
Lakeland C Bus & Fash	77.7	21.3	0.0	1.0	0.0	301
Luther Rice Sem	0.0	8.7	0.0	1.0	90.3	103
Manatee JC	0.2	5.5	0.4	0.3	92.4	3,854
Miami Christian C	0.0	7.5	0.7	5.4	86.4	296
Miami-Dade CC	0.2	17.5	0.8	35.9	40.2	34,242
Morris C of Bus	0.9	16.8	1.8	5.3	71.7	113
North Florida JC	0.4	18.1	0.2	0.0	80.5	585
Nova U	0.3	9.8	1.5	6.6	79.6	959
Okaloosa-Walton JC	0.3	6.2	1.2	1.5	90.8	3,372
Palm Beach Atlantic C	0.0	6.3	1.8	2.2	87.4	555
Palm Beach JC	0.1	9.5	0.4	3.5	85.3	7,740
Pasco-Hernando CC	0.7	5.1	0.3	0.4	93.5	1,817
Pensacola JC	0.4	12.2	1.2	0.8	85.5	7,083
Polk CC	0.2	13.6	0.2	1.0	84.6	3,148
Ringling Sch of Art	0.0	0.8	0.0	0.2	98.4	507
Rollins C	0.2	4.4	0.5	1.9	93.0	3,319
St Johns River C	0.3	8.3	0.3	0.4	89.2	1,157
St John Vianney C Sem	0.0	0.0	0.0	37.1	62.9	62
St Leo C	0.0	11.0	0.0	5.0	70.1	994
St Petersburg JC	0.5	4.7	0.8	1.2	89.4	13,519
Santa Fe CC	0.1	16.9	1.1	2.2	78.3	5,806
Seminole CC	0.6	8.7	1.0	2.0	87.5	3,676
SE C of the Assemblies God	0.5	1.2	0.0	2.7	94.8	1,183
South Florida JC	0.3	7.9	0.1	1.9	89.9	1,700
Florida A&M U	0.0	90.5	0.0	0.2	0.4	4,873
Florida Atlantic U	0.2	5.6	0.7	4.1	88.9	4,709
Florida Intl U	0.1	9.3	2.3	29.3	55.5	8,854
Florida St U	0.1	9.8	0.2	1.6	87.6	15,360
Florida Tech U	0.1	3.2	1.1	4.4	90.6	8,035
U of Florida	0.1	5.2	0.9	3.9	88.8	23,389
U of No Florida	0.2	7.8	0.5	1.0	90.3	2,331
U of So Florida	0.1	4.8	0.4	4.1	90.0	17,041
U of West Florida	0.3	6.7	0.7	1.6	90.4	3,522
Stetson U	0.2	2.6	0.7	0.5	93.8	1,816
Tallahassee CC	0.3	18.0	1.8	0.7	79.2	3,043
Talmudic of Fla	0.0	0.0	0.0	0.0	100.0	53
Tampa C	0.0	8.7	0.4	2.1	88.6	851
U of Miami	0.4	7.2	2.3	18.8	71.2	9,486
U of Tampa	0.1	3.8	0.3	2.0	84.6	1,758
Valencia CC	0.4	9.0	0.9	1.8	87.3	8,460
Warner So C	0.0	2.7	0.0	0.0	94.2	280
Webber C	0.0	12.9	0.0	0.0	81.2	101
GEORGIA						
A Baldwin Agric C	0.0	5.1	0.1	0.1	90.3	1,947
Agnes Scott C	0.0	2.3	0.8	1.7	91.8	525
Albany JC	0.2	15.1	0.0	0.2	84.3	1,216
Albany St C	0.0	96.6	0.1	0.0	3.1	1,661
Andrew C	0.0	23.0	0.0	0.0	67.0	330
Armstrong St C	0.2	11.1	0.5	0.5	87.5	3,023
Atlanta Christian C	0.0	5.2	0.0	0.0	92.2	193
Atlanta C of Art	0.4	15.2	1.9	0.4	81.3	257
Atlanta JC	0.1	87.5	0.2	0.2	3.0	1,801
Augusta C	0.4	14.1	1.3	0.7	83.0	3,150
Bainbridge JC	0.0	20.3	0.0	0.0	79.7	472
Berry C	0.0	2.7	0.4	0.7	96.5	1,344
Brenau C	0.1	4.8	0.1	0.0	93.9	833
Brewton-Parker C	0.0	25.9	0.0	0.0	71.6	926
Brunswick JC	0.1	17.3	0.5	0.0	82.2	1,107
Clark C	0.1	96.8	0.1	0.3	0.1	1,832
Clayton JC	0.4	8.1	0.3	0.4	91.7	2,985
Columbus C	0.1	18.9	0.8	1.2	79.8	3,723
Covenant C	0.0	2.3	0.4	1.4	92.6	512
Darton JC	0.0	2.9	0.4	0.0	96.6	1,393
Dekalb CC	0.3	18.0	0.5	0.8	79.2	9,987
Draughon's JC Bus	0.0	48.1	0.0	0.0	51.9	401
Emanuel Co JC	0.0	15.0	0.0	0.0	84.0	262
Emmanuel C	0.0	3.3	0.0	0.0	96.2	364
Emmanuel Sch Ministries	0.0	0.0	0.0	0.0	100.0	52
Emory U	0.0	2.6	0.5	1.0	94.2	4,033
Floyd JC	0.2	9.9	0.2	0.1	89.7	1,297
Fort Valley St C	8.0	91.3	0.1	0.2	0.7	1,744
Gainesville JC	0.3	5.1	0.1	0.1	93.4	1,394
Georgia C	0.0	19.0	0.1	0.1	81.1	2,759
Ga Inst of Tech Main Campus	0.1	8.2	1.0	1.3	89.8	8,860
Southern Tech	0.0	8.3	0.3	0.5	90.2	2,304
Georgia Mill C	2.3	34.9	1.0	5.5	55.7	1,356
Georgia So C	0.0	7.3	0.1	0.0	92.0	5,486
Georgia SW C	0.0	15.1	0.2	0.3	83.5	1,902
GEORGIA—Continued						
Georgia St U	0.2	17.5	0.6	0.4	79.1	13,098
Gordon JC	0.0	19.0	0.1	0.0	80.7	1,081
Kennesaw C	0.1	1.2	0.2	0.5	95.6	9,248
La Grange C	0.5	8.9	0.0	0.0	87.5	769
Macon JC	0.3	14.4	0.2	0.8	84.3	2,121
Medical C of Ga	0.1	7.8	1.0	0.1	90.7	787
Mercer U Main Campus	0.2	12.8	0.1	1.2	85.1	1,858
Atlanta	0.3	14.5	0.1	0.9	83.2	1,081
So Sch of Pharm	0.0	2.8	1.3	1.6	90.0	319
Middle Ga C	0.8	12.2	0.1	0.1	82.4	1,487
Morehouse C	0.0	100.0	0.0	0.0	0.0	1,840
Morris Brown C	0.0	97.9	0.1	0.0	0.1	1,882
North Georgia C	0.0	3.9	0.1	0.2	95.8	1,507
Oglethorpe U	0.0	3.9	4.0	1.7	82.6	870
Paine C	0.1	99.5	0.1	0.0	0.3	800
Phillips C Columbus	0.0	35.2	0.0	1.8	63.0	440
Augusta	0.0	40.9	1.1	3.3	54.7	274
Columbus	0.0	5.6	0.3	0.3	90.4	376
Piedmont C	0.0	3.2	0.0	0.0	91.1	528
Reinhardt C	0.0	8.9	0.0	0.0	6.5	2,066
Savannah St C	0.8	4.4	0.2	0.0	94.2	613
Shorter C	0.0	21.9	0.6	0.0	74.7	1,096
So Georgia C	0.1	98.8	0.1	0.0	0.0	1,258
Spelman C	0.0	26.6	0.0	0.0	71.2	177
Thomas Co CC	0.0	12.7	0.0	0.0	86.9	738
TIft C	0.0	0.5	0.0	0.5	97.2	394
Toccoa Falls C	0.0	12.2	0.0	0.0	85.7	849
U of Georgia	0.1	4.4	0.3	0.5	93.9	17,002
Valdosta St C	0.1	11.7	0.2	0.2	87.2	3,979
Waycross JC	0.0	11.4	0.0	0.0	88.6	360
Wesleyan C	0.0	10.4	0.0	0.6	85.3	482
West Georgia C	0.1	17.7	0.1	0.2	81.8	3,845
Young Harris C	0.0	0.4	0.0	0.2	99.4	501
HAWAII						
Chaminade U of Honolulu	0.2	5.0	18.6	2.6	73.6	1,586
Hawaii Loa C	0.4	0.7	8.0	2.2	71.5	274
Hawaii Pacific C	0.0	16.3	8.5	3.8	64.3	1,222
U of Hawaii Hilo	0.4	0.8	61.6	5.8	25.4	2,876
Honolulu CC	0.2	1.7	73.5	3.9	16.8	4,216
Kapiolani CC	0.1	0.7	80.9	2.1	12.8	4,427
Kauai CC	0.4	0.1	61.1	10.8	24.3	814
Leeward CC	0.2	2.0	69.3	3.6	21.6	5,372
Manoa	0.1	0.4	73.1	1.3	20.4	15,305
Maui CC	0.3	0.2	57.6	10.3	25.8	1,421
Windward CC	0.4	1.0	43.1	7.6	43.5	1,144
West Oahu C	0.5	4.5	55.7	2.5	36.8	201
IDAHO						
Boise St U	0.6	0.8	1.4	1.3	95.7	8,083
C of Idaho	0.4	0.9	6.7	1.7	89.1	534
C of So Idaho	0.0	0.4	0.9	2.0	96.0	2,616
Idaho St U	0.5	0.7	1.3	1.0	96.6	4,299
Lew-Clrk St C	4.8	0.9	0.6	0.6	91.7	1,295
North Idaho C	1.1	0.8	0.6	1.0	95.8	1,492
NW Nazarene C	0.4	0.4	0.5	0.6	97.0	1,182
Ricks C	0.3	0.0	0.2	0.4	94.2	6,408
U of Idaho	0.6	0.6	1.1	0.2	96.1	8,210
ILLINOIS						
Aero-Space Inst	0.0	11.4	0.0	2.9	22.9	70
Am Acad of Art	0.2	9.2	2.3	10.7	77.3	873
Amer Consv of Music	0.0	15.4	2.3	1.6	80.7	311
Augustana C	0.0	4.4	0.2	0.5	94.2	2,248
Aurora C	0.1	10.6	0.7	3.3	83.6	752
Barat C	0.0	3.4	1.2	1.5	89.1	565
Belleville Area C	0.5	5.1	0.8	0.5	93.3	7,126
Blackburn C	0.0	7.0	0.7	0.5	89.6	442
Black Hawk C East Campus	0.4	2.2	1.0	0.3	96.2	730
Quad Cities	0.2	4.0	0.8	2.8	92.2	4,913
Bradley U	0.0	7.0	0.4	0.4	90.6	4,644
Brisk Reb C	0.0	0.0	0.0	0.0	100.0	34
C Sandburg C	0.3	2.9	0.2	1.2	94.9	2,258
Cntrl YMCA CC	0.8	69.0	0.3	8.0	12.2	4,402
Chic Consv C	0.0	62.1	3.4	0.0	29.3	58
Chicago St U	0.1	84.6	0.4	2.1	12.4	4,729
City C of Chicago City-Wide	0.0	30.8	1.2	2.5	40.9	2,564
Daley C	0.3	7.3	0.7	5.9	85.7	6,285
Kennedy-King	0.0	97.8	0.4	0.5	0.9	9,244
Loop C	0.0	68.1	2.8	6.6	12.4	8,614
Malcolm X C	0.0	91.4	1.6	4.1	0.5	4,925
Olive-Harvey	0.6	93.4	0.2	2.7	2.9	4,572
Truman C	0.0	17.1	4.5	13.0	62.9	7,431
Wright C	0.3	17.5	1.4	6.8	68.5	2,893
C of Dupage	0.5	1.5	2.0	1.3	94.8	9,467
C of Lake Co	0.3	7.5	1.0	4.3	87.0	8,828
C of St Francis	0.1	4.1	1.1	0.6	94.1	3,100
Columbia C	0.9	40.6	0.9	3.6	53.6	2,610
Concordia Teachers C	0.0	2.6	0.5	0.5	96.1	671
D H Williams U	0.0	96.6	0.2	3.2	0.0	498
Danville JC	0.3	7.2	0.2	0.5	87.5	2,754
DeLourdes C	0.0	0.0	1.0	0.0	98.0	100
DePaul U	0.1	13.4	2.0	4.6	79.0	5,829
DeVry Inst Tech	0.2	19.4	5.4	5.6	68.4	2,334
Eastern Ill U	0.1	6.5	0.2	0.3	91.9	9,048
Elgin CC	0.2	2.4	0.6	4.8	91.9	5,084
Elmhurst C	0.5	5.4	0.4	5.2	84.6	2,482
Eureka C	0.0	16.8	0.0	0.2	81.1	417
Felician C	0.0	3.8	3.6	8.6	68.0	197
Geo Williams C	0.3	20.7	1.0	3.8	73.1	728
Governors St U	0.2	32.1	0.3	2.2	64.5	1,228
Greenville C	0.1	5.1	0.6	0.9	91.5	784
Hebrew Theo C	0.0	0.0	0.7	0.0	97.9	144
Highland CC	0.1	3.8	0.1	0.4	95.6	1,663
Ill Benedictine C	0.0	3.3	0.4	0.4	95.7	1,131
Illinois Central C	4.0	2.8	0.8	1.0	91.2	11,784
Illinois C	0.1	1.5	0.1	0.4	97.2	751
Illinois Eastern CC Frontier CC	0.0	0.1	0.0	0.0	99.9	2,660
Lincoln Trail C	0.0	0.5	0.1	0.0	98.7	1,706
Olney Cntrl C	0.0	0.0	0.0	0.1	99.0	2,160
Wabash Vly C	0.1	1.5	0.0	0.1	98.3	3,021
Ill Inst of Tech	0.1	14.1	7.0	3.5	69.1	3,624
Illinois St U	0.3	9.9	0.5	0.6	88.0	16,648
Ill Valley CC	0.0	0.9	0.0	0.0	99.1	2,304
Ill Wesleyan U	0.0	4.3	0.6	0.4	94.1	1,614
John A Logan C	0.4	7.1	1.1	0.6	89.4	4,584
John Wood CC	0.4	2.4	0.6	0.2	96.3	2,337
Joliet JC	0.3	7.0	0.8	2.9	88.7	8,049
Judson C	0.2	2.6	0.2	1.4	94.9	419
Kankakee CC	0.3	11.3	0.7	0.6	86.4	3,399
Kaskaskia C	0.5	2.9	0.4	0.3	96.1	2,799
Kendall C	0.0	20.7	0.0	0.8	74.1	324
Kishwaukee C	1.5	3.1	1.1	2.1	89.8	3,352
Knox C	0.1	3.1	1.3	0.6	90.6	995
Lake Forest C	0.1	6.7	0.8	0.9	90.2	1,057
Lake Land C	0.5	3.1	0.1	0.2	93.4	3,482
Lewis & Clark CC	0.3	6.0	0.3	0.3	92.4	1,183
Lewis U	0.0	10.1	1.1	2.3	86.4	2,356
ILLINOIS—Continued						
Lincoln Christ C	0.0	2.1	0.0	0.0	97.2	468
Lincoln C	0.0	28.1	1.6	0.2	69.9	657
Lincoln Land CC	0.2	4.6	0.4	0.2	94.1	5,282
Loyola U of Chicago	0.1	9.6	2.3	4.3	82.7	7,451
MacCormac C	0.0	10.3	0.7	3.8	84.2	448
MacMurray C	0.0	11.0	1.1	1.3	86.5	609
Mallinckrodt C	0.9	0.9	5.1	5.1	80.3	117
McHenry Co C	0.2	0.2	0.1	0.5	98.8	2,093
McKendree C	0.5	14.2	0.5	1.4	83.0	795
Midstate C	0.0	11.8	0.9	0.0	86.9	321
Midwest C Eng	0.0	1.3	3.8	1.3	92.5	80
Millikin U	0.1	6.3	0.1	0.7	92.2	1,455
Monmouth C	0.0	4.1	0.3	0.9	91.2	859
Moody Bible Inst	0.3	2.1	0.8	1.0	90.2	1,157
Moraine Vly CC	0.1	2.2	0.8	1.4	95.0	10,463
Morton Inst Tech	1.7	5.2	0.0	4.0	89.1	174
Morton C	0.1	0.0	0.1	0.8	99.0	3,114
Mundelein C	0.1	16.5	1.6	5.1	74.6	1,471
National C of Ed Main Campus	0.3	14.5	2.3	2.3	80.1	366
Urban Campus	3.3	60.3	0.5	22.0	13.4	209
North Central C	0.2	3.1	1.1	0.6	94.5	924
Northeastern Ill U	0.4	12.5	3.4	11.4	70.5	7,356
Northern Illinois U	0.1	6.7	0.9	1.2	89.5	16,741
North Park C & Theological Sem	0.3	6.8	1.6	2.2	88.1	1,189
Northwestern U	0.1	8.7	2.0	1.2	85.7	7,711
Oakton CC	0.1	2.8	2.7	1.0	93.4	5,885
Olvt Nazarene C	0.2	4.1	0.4	0.4	94.1	1,840
Parkland C	0.2	6.9	0.6	0.5	90.1	3,321
Prairie St C	0.3	12.4	2.5	2.0	82.6	4,930
Principia C	0.0	0.8	0.0	0.8	95.7	793
Quincy C	0.3	2.7	0.3	1.3	93.9	889
Rend Lake C	0.1	1.4	0.2	0.2	97.1	1,909
Richland CC	0.2	12.2	0.5	0.2	87.0	1,321
Rockford C	0.0	4.0	2.1	2.1	91.9	677
Rock Valley C	0.2	4.8	0.4	1.2	91.7	6,925
Roosevelt U	0.4	41.3	1.9	3.2	48.1	4,083
Rosary C	0.0	8.9	0.8	2.5	86.7	861
Rush U	0.0	8.5	2.5	2.5	85.9	284
St Xavier C	0.1	5.7	0.1	0.8	93.2	1,446
Sangamon St U	0.0	5.4	0.9	0.3	92.3	1,456
Sauk Valley C	0.2	0.9	0.5	3.9	94.5	2,019
Sch of Art Inst of Chicago	0.1	15.5	2.7	4.3	78.2	937
Shawnee C	0.1	15.6	0.2	0.1	83.9	2,053
Sherwood Music Sch	0.0	32.3	6.5	0.0	61.3	31
Shimer C	0.3	16.0	1.3	27.7	54.7	307
Southeastern Ill C	0.6	13.2	0.4	0.5	84.9	1,794
Southern Illinois U Carbondale	0.6	7.4	1.8	0.5	86.2	18,697
Edwardsville	0.2	21.0	0.5	0.4	75.6	8,373
Spertus C of Judaica	0.0	4.4	0.0	0.3	94.8	363
Spoon River C	0.5	1.5	0.4	0.1	96.2	782
Springfield C in Ill	0.6	4.3	0.6	0.8	90.6	489
State CC	0.1	96.0	0.0	0.0	4.8	1,219
Telshe Yeshiva Chicago	0.0	0.0	0.0	0.0	98.3	59
Thornton CC	0.9	16.3	1.2	2.2	79.4	8,211
Trinity Christian C	0.0	4.5	0.7	0.5	81.1	402
Trinity C	0.1	3.2	0.9	0.5	94.2	740
Triton C	0.2	6.1	1.5	2.3	89.5	19,444
U of Chicago	0.4	3.5	5.1	1.7	88.2	2,669
U of Health Sci-Chic Med Sch	0.0	2.0	6.1	6.1	85.7	98
U of Illinois Chicago Circle	0.5	19.3	5.7	8.9	62.6	16,668
Med Ctr Chicago	0.1	5.7	5.6	1.9	86.5	1,729
Urbana	0.3	3.9	2.1	0.9	92.0	25,102
Vandercook C Music	0.0	29.3	0.0	2.7	68.0	75
Waubonsee CC	0.2	5.2	0.5	3.3	88.9	1,718
Western Illinois U	0.1	6.2	0.2	0.8	91.1	10,715
Wheaton C	0.2	1.1	1.1	0.7	96.0	1,970
Wm R Harper C	0.2	0.8	0.7	1.8	94.7	11,415
INDIANA						
Ancilla Domini C	0.0	0.0	0.0	2.4	97.1	208
Anderson C	0.4	5.3	0.2	0.3	92.5	1,845
Ball St U	0.2	4.7	0.2	0.4	94.3	14,462
Bethel C	0.2	2.6	1.0	0.7	91.4	417
Butler U	0.2	1.7	0.8	0.5	96.4	2,230
Calumet C	0.7	10.6	0.7	11.0	76.7	1,350
Clark C	0.0	43.5	0.3	0.2	55.4	588
Depauw U	0.2	1.9	0.3	0.7	96.8	2,196
Earlham C	0.0	5.7	0.6	0.0	92.2	1,032
Ft Wayne Bible C	0.0	2.4	2.0	0.4	93.4	455
Franklin C of Ind	0.2	0.6	0.2	0.2	98.1	648
Goshen C	0.1	2.7	0.4	2.1	88.9	1,179
Grace C	0.1	0.0	0.1	0.0	99.3	724
Hanover C	0.0	1.0	0.8	0.2	96.4	885
Holy Cross JC	0.0	2.3	0.0	0.0	95.9	219
Huntington C	0.0	0.2	0.2	0.0	97.4	508
Indiana Central U	0.4	2.7	0.6	0.4	95.8	1,832
Ind C Mortuary Science	0.0	13.7	0.0	0.0	86.3	73
Ind Inst of Tech	0.2	5.5	0.7	1.0	51.1	403
Indiana St U Main Campus	0.2	8.3	0.3	0.4	88.7	9,651
Evansville	0.2	3.5	0.5	0.2	94.8	2,868
Indiana U Bloomington	0.2	5.2	0.7	0.8	91.6	22,611
East	0.2	3.6	0.1	0.2	95.8	1,178
Kokomo	0.2	2.0	0.1	0.4	97.2	1,645
Northwest	0.1	27.9	0.2	5.3	65.7	3,266
Ind U-Purdue U at Indianapolis	0.2	11.1	0.6	0.4	88.7	12,431
South Bend	0.3	5.6	0.3	0.6	92.7	3,928
Southeast	0.4	2.2	0.2	0.2	96.8	3,103
Ind Voc-Tech C Columbus	0.9	2.2	0.7	0.9	95.3	1,260
Evansville	0.6	3.3	0.6	0.3	95.2	1,158
Fort Wayne	0.8	6.3	0.8	1.0	91.1	2,315
Indianapolis	0.7	27.0	0.4	0.7	71.2	3,679
Kokomo	1.2	4.8	0.8	1.0	92.3	1,554
Lafayette	0.7	1.7	0.6	0.1	96.9	830
Sellersburg	0.8	4.8	1.1	0.1	93.4	575
South Bend	0.6	9.8	0.6	1.6	87.5	2,113
Terre Haute	1.4	5.9	1.3	1.4	90.0	1,085
Intl Business C	0.3	8.4	0.5	0.5	90.4	394
Lockyear C	0.0	22.0	0.3	0.3	76.6	644
Manchester C	0.1	2.9	0.2	0.7	94.9	1,109
Marian C	0.0	7.0	0.6	0.8	89.8	488
Marion C	0.1	2.8	0.8	0.6	92.8	794
Oakland City C	0.0	4.9	0.9	0.0	94.2	467
Purdue U Main Campus	0.1

FACT-FILE—Continued

	Amer-ican Indian	Black	Asian	His-panic	White	Total enroll-ment
KANSAS—Continued						
U of Kansas						
Medical Ctr	0.0	1.5	0.2	0.2	97.8	404
Wesleyan U	0.7	7.4	0.4	2.9	88.0	4,243
Wichita St U	1.0	8.2	1.0	1.8	88.4	10,146
KENTUCKY						
Alice Lloyd C	0.0	4.2	0.0	0.0	94.8	188
Asbury C	0.1	0.6	0.6	0.4	97.6	1,280
Bellarmine C	0.0	4.1	0.6	1.5	91.7	1,423
Berea C	0.0	9.0	0.1	0.0	88.1	1,350
Brescia C	0.0	2.1	0.0	0.0	96.6	774
Campbellsville C	0.2	1.9	0.0	0.0	97.8	819
Centre C of Ky	0.2	2.5	0.8	0.3	96.4	749
Cumberland C	0.0	4.4	0.0	0.0	94.1	1,991
Davenport's Business C	0.0	9.4	0.0	0.0	90.6	318
E Kentucky U	0.1	7.2	0.1	0.1	91.4	11,399
Georgetown C	0.2	3.3	0.0	0.3	93.6	917
Ky Bus C	0.0	15.2	0.1	0.0	84.8	830
Ky Christian C	0.2	0.5	0.0	0.2	99.1	425
Kentucky St U	0.2	98.5	0.2	0.1	28.1	1,741
Ky Wesleyan C	0.0	4.0	0.1	0.3	93.9	755
Lees JC	0.0	2.7	0.0	0.0	93.3	299
L Wilson C	0.0	7.3	0.0	0.0	91.0	368
Louisville Sch of Art	0.0	10.7	0.0	0.0	89.3	84
Midway C	0.0	4.2	0.0	0.0	93.5	310
Morehead St U	0.4	4.7	0.2	0.2	94.0	4,974
Murray St U	0.3	4.6	0.2	0.3	93.9	8,317
No Kentucky U	0.0	1.1	0.2	0.0	98.1	5,673
Owensboro Bus C	0.0	10.4	0.0	0.0	89.3	355
Pikeville C	0.0	3.6	0.0	0.0	95.4	691
St Catherine C	0.0	8.3	0.0	0.0	91.8	158
Seminary of St Pius X	0.0	0.9	2.6	1.7	94.9	117
SE Christian C	0.0	5.7	1.1	0.0	92.8	87
Spalding C	0.3	14.1	0.5	0.5	83.4	845
Sue Bennett C	0.0	4.3	0.0	0.0	95.3	256
Sullivan JC Bus	0.0	19.9	0.0	0.0	80.1	944
Thomas More C	0.2	3.4	1.1	0.4	94.4	1,276
Transylvania U	0.0	2.9	0.3	0.0	96.3	725
Union C	0.0	7.1	0.4	0.2	91.0	477
U of Kentucky	0.3	3.0	1.7	0.4	93.6	16,396
U of Kentucky CC System	0.3	11.5	0.3	0.2	86.4	13,433
U of Louisville	0.2	8.8	0.7	0.5	87.9	12,455
Watterson C	0.2	19.4	0.2	0.5	79.8	1,328
W Kentucky U	0.1	8.2	0.1	0.3	89.6	10,052
LOUISIANA						
Bossier Parish CC	0.0	8.8	1.0	0.9	88.9	1,492
Centenary C La	0.0	5.2	1.2	0.1	93.3	750
Delgado C	0.3	35.9	0.9	2.8	56.7	8,583
Dillard U	0.0	94.2	0.0	0.0	0.0	1,217
Grambling St U	0.0	98.0	0.1	0.1	0.1	3,327
Louisiana C	0.0	8.5	0.1	0.3	92.9	1,186
La St U & A&M C	0.1	4.7	0.1	0.9	89.2	19,569
Louisiana St U Alexandria	0.3	10.2	0.5	0.7	88.3	1,464
Eunice	0.3	9.7	0.1	0.1	89.8	980
Medical Ctr New Orleans	0.0	5.2	0.7	0.7	93.0	675
Shreveport	0.0	5.9	0.8	0.4	92.8	2,722
U of New Orlns	0.1	16.9	1.5	2.9	76.7	12,033
La Tech U	0.2	8.8	0.4	0.5	87.3	8,104
Loyola U in New Orleans	0.4	10.8	0.9	8.4	79.5	2,391
McNeese St U	0.2	13.3	0.4	0.5	85.0	4,306
Nicholls St U	0.2	13.4	0.1	0.6	84.4	5,532
NE Louisiana U	0.2	18.7	0.2	0.2	80.1	7,629
NW St U of La	0.6	17.8	0.5	2.4	78.4	4,819
Our Lady Holy Cross C	0.3	13.1	1.0	1.0	84.3	574
Phillips C New Orleans	0.0	25.3	0.0	6.5	67.3	245
St Bernard Parish CC	3.2	0.4	0.4	0.6	95.4	476
St Joseph Sem C	0.0	4.1	22.0	0.0	74.0	123
St Mary's Dominican C	0.0	7.5	0.3	7.9	78.0	697
SE Louisiana U	0.2	10.0	0.1	0.3	87.6	6,276
Southern U A&M C Main Campus	0.0	95.7	0.0	0.0	1.4	5,956
New Orleans	0.0	98.9	0.0	0.0	0.6	2,710
Shreveport-Bossier	0.0	99.4	0.0	0.0	0.6	682
Tulane U	0.5	4.2	1.0	4.7	83.4	6,033
U of SW La	0.1	14.6	0.2	0.2	75.3	11,035
Xavier U of La	0.0	93.7	1.0	0.2	4.1	1,752
MAINE						
Andover C	0.3	0.0	0.3	1.3	98.0	300
Bangor Theolog Sem	0.0	0.0	0.0	0.0	100.0	23
Bates C	0.0	2.0	0.4	0.3	96.3	1,351
Beal Business C	1.2	0.0	0.2	0.2	98.1	421
Bowdoin C	0.0	2.8	0.7	0.3	94.3	1,371
Casco Bay C	0.0	0.8	0.4	0.0	98.8	241
Colby C	0.1	0.7	0.9	0.9	96.2	1,611
C of the Atlantic	0.0	0.0	0.8	0.0	99.2	125
Eastern Maine Voc-Tech Inst	0.6	0.0	0.2	0.0	99.2	515
Glen Cove Bible C	0.0	0.0	0.0	0.0	100.0	40
Husson C	0.9	1.4	0.8	0.7	96.2	1,076
Maine Maritime Acad	0.2	0.0	0.3	0.8	98.4	643
Nasson C	0.0	0.5	0.0	0.0	98.1	648
Portind Sch Art	0.0	0.0	0.0	0.5	99.0	200
St Joseph's C	0.0	1.5	0.8	0.5	97.3	400
Southern Maine Voc-Tech Inst	0.2	1.1	0.1	0.0	98.5	819
Thomas C	0.0	0.0	0.0	0.0	98.2	454
Unity C	0.0	0.5	0.0	1.2	98.4	429
U of Maine Augusta	0.7	0.3	0.2	0.2	98.6	1,551
Farmington	0.2	0.1	0.0	0.0	99.4	1,604
Fort Kent	0.8	1.1	0.0	0.0	96.8	372
Machias	1.0	0.4	0.0	0.0	97.9	522
Orono	0.8	0.2	0.3	0.1	98.4	8,724
Presque Isle	0.6	0.3	0.3	0.5	96.0	1,028
U of So Maine	0.4	0.2	0.2	0.1	98.7	4,557
U New England	0.0	0.3	0.0	0.0	99.0	396
Westbrook C	0.0	0.3	0.0	0.0	99.7	799
MARYLAND						
Allegany CC	0.1	1.6	0.1	0.1	98.1	1,607
Anne Arundel CC	0.6	6.8	1.1	1.0	90.3	6,502
Balt Hebrew C	0.0	0.0	0.0	0.0	97.6	42
Bowie St C	0.2	78.7	0.1	0.3	15.3	1,519
Capitl Inst Tech	0.2	13.1	4.1	3.3	56.1	512
Catonsville CC	0.1	14.3	0.8	0.4	84.3	11,012
Cecil CC	2.6	3.9	0.2	0.3	92.6	1,209
Charles Co CC	0.1	10.1	1.1	1.7	86.9	3,462
Chesapeake C	0.1	11.9	0.2	0.3	87.5	1,016
C Notre Dame	0.2	9.5	1.1	4.9	82.7	890
Columbia Union C	0.1	24.8	3.8	4.5	63.6	986
CC of Baltimore	0.2	78.0	0.3	0.2	18.4	8,253
Coppin St C	0.3	94.1	0.1	0.1	3.4	2,286
Dundalk CC	0.4	8.3	0.7	0.4	90.1	2,093
Essex CC	0.3	4.7	0.5	0.4	94.0	9,448
Frederick CC	0.2	3.7	0.6	0.3	95.1	1,731
Frostburg St C	0.1	6.5	0.0	0.6	92.2	2,932
Garrett CC	0.0	1.3	0.0	0.0	98.7	549
Goucher C	0.2	6.5	2.7	1.5	87.8	905
Hagerstown JC	0.2	5.0	0.3	0.2	94.2	2,344
Harford CC	0.2	7.3	0.9	0.9	90.3	3,674
Hood C	0.0	2.8	0.7	0.4	95.5	1,092
Howard CC	0.3	11.9	1.8	0.9	84.8	2,387
J Hopkins U	0.1	5.0	4.4	1.2	87.8	2,317
Loyola C	0.7	4.4	0.8	0.6	91.8	2,306
Md C Art & Des	0.0	20.7	0.0	0.0	67.2	88
Md Inst C of Art	0.0	9.9	1.2	0.5	87.7	802
Montgomery C Germantown	0.5	4.1	1.6	1.4	91.3	1,254
Rockville	0.2	5.5	3.6	3.1	82.8	11,338
Takoma Park	0.5	23.2	5.2	4.8	55.8	2,827
Morgn St U	0.1	92.5	0.3	0.0	3.1	4,059
Mt St Mary's C	0.1	18.6	0.3	0.1	80.2	1,277
Nar Israel Rabbinical C	0.0	0.0	0.0	0.0	74.4	160
Peabody Inst of Baltimore	0.0	5.2	5.6	2.6	83.2	232
Prince Georges CC	0.3	34.0	2.0	1.2	61.7	13,828
St John's C	0.0	0.5	0.5	0.3	97.3	371
St Mary's C of Maryland	0.0	6.5	0.6	0.6	91.5	1,160
St Mary's Sem & U	0.0	15.8	0.0	5.3	78.9	19
Salisbury St C	0.3	7.4	0.3	0.4	91.0	3,158
Towson St U	0.1	11.3	0.5	0.4	86.8	10,469
U of Baltimore	0.2	21.0	0.8	0.3	74.0	2,500
U of Maryland College Park	0.4	7.8	1.5	1.1	84.4	27,871
Baltimore Co	0.3	19.4	1.0	0.7	74.8	4,841
Balt Prof Schs	0.0	11.3	2.9	0.7	84.8	3,314
University C	0.6	16.0	1.8	1.3	79.3	9,490
Eastern Shore	0.3	85.9	0.8	0.3	12.2	913
Villa Julie C	0.0	15.3	0.3	0.0	84.5	380
Wash Bible C	0.0	15.3	1.9	0.4	77.7	486
Washington C	0.1	0.4	0.0	0.3	98.1	734
Western Md C	0.0	2.7	0.5	0.6	95.8	1,316
Wor-Wic Tech CC	0.0	25.1	0.0	0.0	74.9	462
MASSACHUSETTS						
American Intl C	0.1	7.4	0.1	1.1	88.8	1,456
Amherst C	0.0	8.0	3.2	2.0	86.3	1,450
Andover JC	0.0	2.5	0.6	1.3	95.6	159
Anna Maria C	1.0	0.4	0.4	1.2	96.2	486
Aquinas JC Milton	0.0	0.5	0.0	0.0	99.5	404
Newton	99.7	0.3	0.0	0.0	0.06	296
Assumption C	0.4	0.6	0.1	0.7	98.1	1,410
Atlantic Union C	0.4	23.6	0.7	10.3	56.8	564
Babson C	0.0	1.8	0.2	0.2	92.8	1,324
Bay Path JC	0.0	1.3	0.2	0.3	98.0	637
Bay State JC of Business	0.0	17.8	1.8	5.4	73.1	726
Becker JC Leicester	0.0	1.8	0.0	0.2	98.0	507
Worcester	0.0	1.4	0.0	0.8	97.3	516
Benjmn C	0.1	0.9	0.9	0.4	97.0	5,493
Berklee C Music	0.5	8.2	1.4	1.4	77.0	2,811
Berkshire Christian C	0.0	2.6	0.0	0.0	94.8	115
Blue Hills Reg Tech Inst	0.0	0.2	0.0	0.4	99.4	470
Boston C	0.1	3.6	1.7	1.7	92.4	8,721
Boston Consv of Music	0.2	3.1	0.7	0.2	93.4	423
Boston U	0.1	4.6	1.1	1.5	88.5	12,989
Bradford C	0.4	1.4	0.0	3.2	87.1	280
Brandeis U	0.0	4.5	1.9	1.6	88.5	2,804
Cntl New England C of Tech	0.9	0.9	1.3	0.0	92.1	229
Chamberlayne JC	0.0	14.6	3.7	15.8	57.0	770
Clark U	0.1	2.6	0.5	1.1	93.7	2,189
C of Holy Cross	0.0	3.7	0.9	0.8	94.8	2,569
C Our Lady of Elms	0.0	1.8	0.8	1.6	95.8	390
Curry C	0.0	2.9	0.0	0.0	94.1	780
Dean JC	0.0	3.0	0.3	0.9	95.8	1,177
E Nazarene C	0.0	3.5	0.6	0.8	95.0	712
Emerson C	0.1	4.4	1.3	1.7	88.7	1,318
Emmanuel C	0.0	4.0	0.0	2.9	91.2	522
Endicott C	0.0	0.2	0.0	0.0	98.5	974
Essex Ag & Tech Inst	0.4	0.0	0.1	3.2	96.2	706
Fisher JC	0.3	8.1	0.6	1.2	89.1	2,243
Forsyth Sch of Dental Hygnets	0.0	2.0	3.0	0.0	94.5	201
Franklin Inst of Boston	0.5	5.6	1.6	2.0	88.8	641
Gordon C	0.1	1.7	0.7	1.0	94.1	909
Grahm JC	0.0	21.3	0.0	1.3	74.5	381
Hampshire C	0.0	2.5	0.6	1.1	94.8	1,245
Harvard U	0.2	5.7	3.3	2.6	83.0	4,300
Hebrew C	0.0	0.0	0.0	0.0	95.7	116
Hellenic C Holy Cross Sch	0.0	0.0	0.0	0.0	95.5	76
Holliston JC	0.0	0.5	0.0	0.0	99.5	385
K Gibbs Sch	1.1	0.9	0.4	1.3	93.3	461
Laboure JC	0.0	3.7	0.2	0.5	95.6	408
Lasell JC	0.0	0.9	0.5	0.0	98.6	852
Lesley C	0.2	6.3	0.6	1.3	91.1	890
Mass Reg CC's Berkshire	0.0	2.9	0.4	0.7	95.7	2,084
Bristol	0.2	0.6	0.2	0.2	98.1	3,972
Bunker Hill	0.4	2.7	0.7	0.9	95.2	2,434
Cape Cod	0.7	0.5	0.4	1.8	96.5	1,711
Greenfield	0.2	0.5	0.2	0.2	98.9	1,436
Holyoke	2.8	1.6	0.5	0.8	94.3	4,987
Mass Bay	0.0	1.3	0.5	0.6	97.6	1,868
Massasoit	0.3	2.0	0.4	0.4	97.0	2,176
Middlesex	0.0	0.2	0.0	0.1	99.7	6,084
Mt Wachusett	0.4	1.4	0.2	0.2	97.7	2,154
Northern Essex	1.2	0.7	0.8	2.5	93.4	3,869
North Shore	0.1	2.0	0.1	1.4	96.9	2,182
Quinsigamond	0.1	1.9	0.1	0.9	94.2	1,914
Roxbury	0.6	59.0	0.0	29.9	1.3	522
Springfield Tech	0.1	8.2	0.1	3.2	88.7	3,364
Mass C of Pharm	0.3	1.8	2.6	0.6	90.5	1,365
Mass Inst Tech	0.2	4.7	4.1	2.1	80.9	4,538
Massachusetts St C Boston	0.5	12.9	0.8	1.4	80.2	5,573
Bridgewater	0.3	0.9	0.9	0.2	96.8	4,585
Fitchburg	0.1	2.6	0.2	1.1	95.8	4,851
Framingham	0.1	0.6	0.3	1.6	96.5	3,210
Mass C of Art	0.0	5.5	1.5	1.0	90.8	1,082
Massachusetts Maritime Acad	0.3	0.9	0.1	0.0	97.2	986
North Adams	0.4	1.2	0.8	0.6	96.3	2,256
Salem	0.1	1.9	0.2	0.6	96.8	5,364
Westfield	0.1	2.3	0.1	0.5	96.9	2,768
Worcester	0.1	1.4	0.1	0.7	96.0	3,055
Merrimack C	0.0	0.4	0.2	0.4	98.7	3,388
Mt Holyoke C	0.0	4.5	2.3	2.1	86.3	1,914
Mt Ida JC	0.0	10.9	0.4	1.3	83.6	662
Newbury JC	0.0	23.1	0.2	6.7	66.0	1,648
New Eng Consv of Music	0.0	4.3	2.2	2.6	87.6	508
New England Inst of Applied Arts	0.0	8.2	0.0	0.0	93.2	146
Nichols C	0.0	0.4	0.1	0.3	98.0	709
Northeastern U	1.0	5.8	6.4	1.2	84.9	30,804
Pine Manor C	0.0	1.3	1.8	9.3	83.6	615
Quincy JC	2.3	1.2	2.3	1.4	92.8	974
Radcliffe C	0.5	10.0	4.5	3.0	78.3	2,186
Regis C	0.0	1.9	1.2	4.1	92.8	765
Rivrsth C-Sem	0.0	2.3	0.0	0.0	93.0	43
St John's Sem	0.0	2.7	0.0	4.1	93.2	73
Sch of Museum Fine Arts	0.2	1.4	1.2	0.2	93.9	589
Sch of Worcester Art Museum	0.0	0.0	0.0	0.0	100.0	116
Simmons C	0.0	6.6	2.3	1.3	84.0	1,572
Simon's Rock Early C	0.0	6.4	1.4	0.0	90.9	219
Smith C	0.2	5.6	3.1	1.0	87.9	2,560
SE Mass U	0.3	2.7	0.6	0.5	94.0	4,825
Springfield C	0.1	4.3	0.3	1.3	93.3	2,167
Stonehill C	0.0	0.9	0.1	0.2	98.7	2,080
Suffolk U	0.2	4.0	0.8	0.2	92.1	3,058
Swain Sch of Design	1.0	4.1	0.0	3.3	85.5	193
Tufts U	0.1	6.0	3.0	1.7	88.3	4,457
U of Lowell	0.0	1.0	0.7	0.5	95.5	9,036
U of Massachusetts Amherst	0.2	3.8	1.3	1.3	91.7	18,542
Boston	0.2	7.9	1.2	2.8	86.1	6,437
Wellesley C	0.1	7.8	4.4	2.0	80.8	1,939
Wentworth Inst	0.7	3.2	1.9	1.4	84.7	2,142
W New England C	0.0	3.8	0.3	0.5	94.8	2,868
Wheaton C	0.2	1.8	1.2	1.0	94.8	1,338
Wheelock C	0.0	6.7	1.1	0.6	90.2	624
Williams C	0.0	6.0	1.7	1.0	88.6	1,941
Worcester JC	0.5	3.3	1.4	1.2	78.6	855
Worcester Poly Inst	0.2	0.5	0.9	0.5	92.7	2,436
MICHIGAN						
Adrian C	0.0	1.8	0.1	0.0	97.5	757
Albion C	0.0	1.9	0.0	0.8	96.4	1,769
Alma C	0.3	1.1	0.2	0.6	96.8	1,155
Alpena CC	0.6	2.7	1.1	0.1	95.9	1,752
Andrews U	0.3	10.7	2.8	4.1	70.4	1,989
Aquinas C	0.2	3.0	0.3	0.6	95.4	1,476
Baker JC of Business	0.4	27.1	0.2	0.3	72.1	1,312
Bay de Noc CC	1.7	0.0	0.0	0.0	98.2	1,191
Calvin C	0.1	0.8	0.8	0.1	98.0	3,883
Cir for Creative Studies	0.0	9.1	1.1	1.1	88.4	887
Central Mich U	0.2	1.9	0.2	0.7	96.6	14,271
C S Mott CC	1.2	20.8	0.7	1.3	76.0	9,046
Cleary C	0.0	23.1	0.4	0.7	73.4	459
Concordia C	0.0	0.5	0.2	0.0	92.7	550
Cranbrook Acad of Art	0.0	0.0	0.0	0.0	80.0	5
Davenport C of Business	0.3	6.7	0.4	0.8	91.3	2,243
Delta C	0.2	8.8	0.5	2.8	85.1	9,234
Detroit Bible C	0.4	18.7	0.8	0.0	80.6	252
Detroit C of Bus	1.5	46.9	0.4	1.5	49.4	1,827
Detroit Inst Tech	0.4	41.7	1.3	0.5	15.8	792
Dunn Scotus C	0.0	0.0	0.0	8.3	91.7	36
Eastern Mich U	0.2	9.2	0.4	0.8	86.0	12,909
Ferris St C	0.2	3.8	0.3	0.1	95.0	10,109
Gen Motors Inst	0.8	9.7	4.9	1.8	77.9	2,179
Glen Oaks CC	0.0	1.8	0.0	0.0	97.9	1,092
Grggsbc CC	0.9	13.6	0.1	0.0	85.4	994
Grace Bible C	0.0	1.2	0.0	2.5	94.5	163
Grand Rapids Bapt C & Sem	0.0	0.9	0.2	0.3	98.3	864
Grnd Rapids JC	0.3	6.2	0.7	0.8	90.0	7,094
Grand Rapids Sch of Bible	0.0	0.8	0.2	0.0	95.7	611
Grand Vly St C	0.5	4.5	0.6	0.9	93.1	6,199
Great Lakes Bible C	0.5	0.9	0.5	0.0	98.2	217
Henry Ford CC	1.2	9.8	0.9	1.7	86.4	17,228
Highland Pk CC	0.5	94.1	0.4	0.1	4.3	2,232
Hillsdale C	0.0	3.1	0.3	0.2	95.7	1,024
Hope C	0.0	1.5	0.6	1.2	94.3	2,085
Jackson CC	0.3	12.1	0.4	1.1	86.0	3,816
John Wesley C	0.0	27.1	1.4	0.9	70.6	221
Jordan C	0.0	1.4	1.1	1.1	96.1	281
Kalamazoo C	0.1	1.8	0.9	0.7	95.4	1,400
Kalmzoo Vly CC	0.7	5.8	0.7	0.5	90.5	6,589
Kellogg CC	0.7	7.2	0.3	0.8	90.3	4,304
Kirtland CC	0.3	4.5	0.0	0.3	95.0	1,118
Lake Mich C	0.2	16.2	0.6	1.3	81.5	1,712
Lake Superior St C	0.6	0.3	0.0	0.0	98.9	2,372
Lansing CC	0.5	5.0	0.8	1.7	90.5	17,485
Lawrence Inst of Tech	0.9	6.5	1.3	1.2	89.8	4,861
Lewis C of Bus	2.5	87.9	0.8	3.1	6.4	512
Macomb Co CC Center	1.7	1.8	0.3	0.4	96.0	5,914
South	0.9	2.5	0.3	0.9	95.2	19,118
Madonna C	0.2	11.2	0.4	0.3	87.9	2,528
Marygrove C	0.0	54.1	0.6	0.7	43.8	708
Mercy C of Detroit	0.1	32.1	1.1	0.9	65.7	2,008
Merrill-Palmer Inst	0.0	7.4	0.0	0.0	92.6	27
Mich Christn JC	0.0	9.7	0.0	0.0	88.6	299
Michigan St U	0.2	5.2	0.6	0.6	92.6	35,872
Mich Tech U	0.4	0.4	0.4	0.3	96.7	5,687
Mid-Mich CC	1.3	0.2	0.2	0.4	97.7	1,137
Monroe Co CC	0.2	0.1	0.0	0.2	99.5	2,019
Montcalm CC	0.5	19.9	0.0	0.8	78.8	1,333
Muskegon Bus C	0.0	14.5	0.2	1.5	83.9	1,017
Muskegon CC	0.5	8.7	0.3	0.9	89.6	5,011
Nazareth C	0.2	4.9	0.2	1.4	92.3	429
No Cntl Mich C	0.7	0.0	0.0	0.0	99.3	1,487
No Michigan U	0.9	2.7	0.3	0.4	95.3	8,053
NW Michigan C	0.5	0.2	0.2	0.4	98.0	2,731
Northwood Inst Main Campus	0.0	3.4	0.2	0.2	92.9	1,653
Indiana Branch	0.0	5.3	0.0	0.0	92.4	131
Oakland CC	0.6	3.9	0.6	8.7	85.9	19,579
Oakland U	0.2	7.0	0.6	0.7	90.8	5,444
Olivet C	0.0	6.1	0.0	0.0	93.2	644
Reformed Bib C	1.6	2.6	5.2	5.8	84.4	191
Sacred Hrt Sem	0.0	0.0	0.0	0.0	100.0	45
Saginaw Valley St C	0.4	9.2	0.1	4.2	85.8	2,852
St Clair Co CC	0.1	2.3	0.1	0.5	96.8	3,165
St Mary's C	0.7	6.4	2.1	1.4	87.2	141
Schoolcraft C	0.5	1.0	0.5	0.8	97.0	7,804
Shaw C Detroit	0.0	99.5	0.0	0.0	0.4	787
Siena Heights C	0.2	9.2	0.5	2.4	85.8	998
SW Michigan C	0.5	7.7	0.3	0.5	90.1	1,844
Spring Arbor C	0.1	3.2	0.1	0.2	93.3	815
Suomi C	0.4	7.1	0.2	0.2	82.1	535
U of Detroit	0.0	21.2	0.7	1.8	73.3	3,008
U of Michigan Ann Arbor	0.4	6.2	1.7	1.1	87.0	22,324
Dearborn	0.7	5.5	0.7	0.6	90.3	4,708
Flint	0.2	11.9	0.4	1.3	85.8	3,374
Walsh C Acc & Bus Admin	0.0	1.9	0.4	0.3	97.0	1,691

FACT-FILE—Continued

	Amer-ican Indian	Black	Asian	His-panic	White	Total enroll-ment
MISSOURI—Continued						
Metropolitan CC's						
Maple Woods CC	0.3	0.9	0.3	1.3	96.9	2,185
Penn Valley CC	0.9	36.1	1.0	3.2	53.4	5,176
Pioneer CC	0.7	66.0	0.1	1.8	31.2	798
Mineral Area C	0.0	0.3	0.1	0.0	99.6	1,106
Missouri Baptist C	0.0	6.3	0.0	0.0	93.7	366
Mo Inst of Tech	1.8	14.0	0.4	0.9	82.8	783
Missouri So St C	1.2	1.8	0.5	0.4	95.9	3,900
Missouri Valley C	0.0	12.5	1.7	0.0	84.4	992
Missouri W St C	0.1	3.5	0.3	0.7	95.4	3,562
Moberly JC	0.4	11.0	0.0	0.1	88.4	782
NE Missouri St U	0.1	5.6	0.5	0.5	93.8	5,074
NW Mo St U	1.4	1.2	0.2	0.5	96.9	3,461
Park C	0.8	22.1	3.1	1.1	71.5	904
Rockhurst C	0.0	10.7	0.4	2.1	86.7	1,197
St Louis Christ C	0.0	7.7	0.0	0.0	92.3	143
St Louis C Pharm	0.0	2.2	1.7	0.4	95.4	723
St Louis CC						
Florissant Vly	0.2	22.6	0.7	0.4	75.8	6,002
Forest Park	0.2	55.2	0.6	0.4	43.5	3,902
Meramec	0.2	3.9	0.4	0.6	94.8	5,739
St Louis Consv of Music	0.0	1.9	0.0	0.0	98.1	54
St Louis Reb C	0.0	0.0	0.0	0.0	100.0	36
St Louis U						
Main Campus	0.1	11.2	1.2	0.5	85.5	5,235
Parks C	0.0	4.5	0.1	0.6	89.2	824
St Mary's C of O'Fallon	0.0	2.1	0.0	0.0	97.9	487
St Paul's C	0.0	0.9	0.0	0.0	99.1	114
Sch of the Ozarks	0.0	0.9	0.1	0.0	97.4	1,388
SE Missouri St U	0.1	3.3	0.2	0.1	95.8	8,093
SW Baptist C	0.4	0.7	0.1	0.0	97.6	1,373
SW Missouri St U	0.1	0.7	0.7	0.2	97.7	11,309
State Fair CC	1.1	2.7	0.3	1.0	94.9	1,054
Stephens C	0.1	4.5	0.2	0.1	94.2	1,630
Tarkio C	0.0	14.4	0.8	0.8	83.4	625
Three Rivers CC	0.0	4.0	0.0	0.1	95.9	922
Trenton JC	0.2	1.9	0.2	0.0	97.5	477
U of Missouri						
Columbia	0.2	3.3	0.7	0.3	94.4	17,146
Kansas City	0.7	7.8	0.8	1.1	87.6	5,513
Rolla	0.3	3.8	0.7	0.3	89.3	4,860
St Louis	0.5	12.4	0.7	0.7	85.5	9,474
Washington U	0.1	6.7	2.7	1.1	87.8	6,861
Webster C	0.4	20.0	0.3	0.7	78.0	965
Wentworth Military Acad	0.0	5.9	0.0	1.1	88.2	188
Westminster C	0.2	1.9	0.3	1.1	96.0	842
William Jewell C	0.2	1.8	0.2	0.5	96.9	1,637
William Woods C	0.1	3.1	0.3	0.3	96.2	898
MONTANA						
Carroll C	1.5	0.4	1.4	0.5	95.6	1,127
C of Gt Falls	4.5	3.3	1.5	1.7	88.2	908
Dawson CC	5.4	0.0	0.0	0.0	94.6	258
Flathd Vly CC	14.1	0.4	0.0	1.3	83.2	531
Miles CC	8.4	0.3	0.0	0.9	90.1	328
Mont Inst of Bib	0.0	0.0	0.9	0.5	97.2	215
Montana U System						
E Montana C	1.8	0.1	0.1	0.2	97.7	3,047
Mont C of Mineral Sci & Tech	0.4	0.3	0.3	1.0	94.2	1,198
Montana St U	0.8	0.1	0.2	0.1	98.4	9,084
No Montana C	9.2	0.9	0.3	0.7	88.6	1,045
U of Montana	2.9	0.3	0.5	0.4	94.7	6,835
W Montana C	0.3	0.0	0.3	0.2	99.0	572
Rocky Mtn C	4.2	1.0	0.0	0.8	90.2	500
NEBRASKA						
Bellevue C	0.4	17.4	1.1	1.7	79.4	1,999
Cntrl Nebraska Tech CC						
Central CC	0.2	0.2	0.3	0.6	98.7	1,751
Platte Tech CC	0.2	0.1	0.1	0.3	99.3	988
Chadron St C	0.9	1.1	1.0	0.8	95.4	1,491
C of St Mary	0.4	6.2	0.4	1.4	90.1	515
Concordia Teachers C	0.9	2.9	0.2	0.1	91.8	1,092
Creighton U	0.2	3.4	2.9	1.0	91.5	3,226
Dana C	0.0	1.8	0.2	0.2	98.6	441
Doane C	0.5	6.8	0.0	0.2	92.4	647
Grace C of Bible	0.5	1.1	0.0	0.2	96.9	437
Hastings C	0.0	0.1	0.3	0.1	97.9	710
Kearney St C	0.1	0.2	0.2	0.6	98.2	5,387
Metro Tech CC	0.2	5.7	0.3	1.1	91.3	4,969
Midlnd Luthrn C	0.1	2.4	0.0	0.0	98.3	757
McCook CC	0.0	0.4	0.4	1.1	97.7	285
Mid-Plains CC	0.8	0.4	0.5	2.7	95.7	1,710
Neb Christian C	0.0	0.7	0.0	0.0	98.6	148
Neb Wesleyan U	0.3	2.2	1.2	0.4	91.8	1,043
Neb Western C	0.3	1.0	1.3	7.7	89.6	862
NE Tech CC	0.1	0.1	0.0	0.0	99.2	1,450
Peru St C	0.2	8.8	0.0	0.5	90.2	600
Platte Vly Bible C	0.0	2.2	0.0	2.2	93.5	46
Southeast CC						
Fairbury-Beatrice	0.0	3.5	0.0	0.0	82.5	424
Lincoln	1.9	9.4	0.8	1.8	85.4	1,636
Milford	0.0	0.3	0.0	0.8	98.7	906
Union C	0.8	4.1	0.7	1.3	93.2	837
U of Nebraska Lincoln	0.4	1.2	0.3	0.7	95.1	17,857
Medical Ctr	0.2	1.4	1.0	0.3	95.8	592
Omaha	0.3	5.2	0.6	1.5	90.1	11,479
Wayne St C	1.0	1.2	0.0	0.2	96.9	2,121
York C	0.0	4.0	0.0	2.0	91.2	297
NEVADA						
Sierra Nevada C	0.4	0.8	0.4	0.0	96.2	249
U of Nevada Las Vegas	0.4	5.6	2.0	3.0	87.1	6,087
Reno	1.1	1.8	1.8	1.5	93.8	5,448
Clark Co CC	1.4	13.8	1.7	4.2	79.0	3,835
No Nevada CC	8.0	0.7	1.8	7.6	81.9	781
W Nevada CC	1.0	0.8	0.5	0.8	97.0	7,884
NEW HAMPSHIRE						
Castle JC	0.0	0.0	0.0	0.0	98.0	98
Colby-Sawyer C	0.0	0.0	0.1	0.4	98.7	884
Daniel Webster C	0.0	0.1	0.7	1.8	88.7	441
Dartmouth C	0.9	7.5	1.1	0.5	87.2	3,435
Franklin Pierce C	0.0	3.1	1.2	0.8	94.9	1,079
Mcintosh C	0.0	0.0	0.0	0.0	100.0	106
N Hawthorne C	0.0	1.7	0.3	0.1	98.1	1,379
New England C	0.1	0.9	0.0	0.1	98.7	1,837
N Hampshire C	0.1	4.4	0.0	3.7	91.5	3,827
N H Tech Inst	0.3	0.5	0.2	0.0	99.1	1,467
N H Voc-Tech C Berlin	0.0	0.0	0.0	0.5	99.5	384
Claremont	0.0	1.0	0.3	0.3	98.1	311
Laconia	0.0	0.0	0.9	0.9	98.2	223
Manchester	0.0	0.0	0.0	0.0	100.0	304
Nashua	0.1	1.0	0.5	1.1	97.2	986
Portsmouth	0.0	1.8	0.2	0.0	98.0	901
Notre Dame C	0.4	0.9	0.0	0.6	97.9	529
Rivier C	0.0	0.1	0.4	0.1	99.1	893
St Anselm's C	0.0	0.5	0.0	0.3	99.2	1,992
U of N H Main Campus	0.2	0.3	0.3	0.3	98.1	9,519
Keene St C	0.1	0.1	0.0	0.1	99.7	2,984
Plymouth St C	0.3	0.0	0.1	0.2	99.5	2,837
White Pines C	0.0	0.0	0.0	0.0	97.3	75
NEW JERSEY						
Assumption C	0.0	0.0	19.0	0.0	81.0	21

	Amer-ican Indian	Black	Asian	His-panic	White	Total enroll-ment
NEW JERSEY—Continued						
Atlantic CC	0.1	19.4	0.3	2.9	77.3	2,718
Bergen CC	0.7	2.4	1.0	2.5	91.7	9,135
Berkeley Sch	0.0	5.7	0.0	2.3	91.9	439
Beth Medrash Govoha	0.0	0.0	0.0	1.1	94.8	283
Bloomfield C	0.0	38.5	0.5	1.0	63.0	1,982
Brookdale CC	0.1	7.4	1.0	1.8	89.9	7,836
Burlington Co C	0.3	12.3	1.1	1.9	84.3	9,151
Caldwell C	0.0	12.9	1.2	5.8	75.8	521
Camden Co C	0.1	15.3	0.8	2.7	81.1	7,466
Centenary C for Women	0.0	3.7	0.0	0.0	96.4	703
C of Med & Dent of New Jersey	0.0	24.9	3.2	3.6	67.9	221
C of St Elizabeth	0.0	6.9	1.1	3.4	84.4	931
Co C of Morris	0.3	1.9	1.5	1.3	95.0	10,388
Cumberland Co C	1.0	14.1	0.9	7.4	76.6	1,998
Don Bosco C	0.0	2.5	6.3	7.5	80.0	80
Drew U	0.0	2.8	0.3	1.9	92.0	1,446
Essex Co C	0.2	70.2	0.8	10.2	12.8	8,307
Fairl Dickinson U Edw Williams C	0.0	9.9	0.4	3.5	85.6	779
Madison	0.3	2.9	0.9	1.8	93.0	3,011
Rutherford	0.0	6.6	0.3	5.5	85.4	2,543
Teaneck	0.2	4.2	0.6	3.5	87.5	4,493
Felician C	0.2	3.5	0.5	1.9	93.8	577
Georgian Court C	0.7	6.6	1.2	3.0	87.0	562
Glassboro St C	1.2	13.2	0.3	7.4	77.8	9,007
Gloucester Co C	0.0	9.1	0.4	0.4	90.1	2,648
Hudson Co CC	0.0	24.8	3.1	30.8	40.7	616
Jersey City St C	0.5	19.6	1.5	10.8	64.3	7,648
K Gibbs Sch	0.0	4.2	0.2	0.9	94.7	454
Kean C	0.3	12.6	0.8	7.1	77.8	9,095
Mercer Co CC	0.1	18.2	0.8	2.8	78.7	4,472
Middlesex Co C	0.1	5.0	1.1	3.3	90.0	5,993
Monmouth C	0.0	3.1	0.3	1.2	95.4	2,735
Montclair St C	0.0	4.7	0.8	3.2	91.3	11,895
NJ Inst of Tech	0.0	5.4	2.8	4.8	84.8	3,088
NE Bible C	0.0	4.8	0.8	1.5	90.7	323
Ocean Co C	0.1	2.2	0.4	1.3	96.0	3,425
Passaic Co CC	0.2	41.1	1.1	30.7	26.8	1,885
Princeton U	0.3	7.3	3.1	4.0	80.8	4,422
Rab C of America	0.0	0.0	0.0	0.0	74.7	225
Ramapo C of NJ	0.0	4.4	0.2	1.8	92.9	4,018
Rider C	0.1	6.0	0.8	0.9	91.7	3,661
Rutgers U Camden	0.1	11.8	0.7	2.3	84.8	2,745
Newark	0.1	13.7	1.3	8.3	75.8	3,806
New Brunswick	0.1	9.0	1.8	3.0	85.5	20,718
St Peter's C	0.4	9.7	1.8	12.9	75.0	3,375
Salem CC	0.2	22.7	0.6	1.7	74.9	1,089
Seton Hall U	0.1	9.4	0.5	1.8	87.2	5,815
Somerset Co C	0.4	8.4	1.8	1.9	89.7	2,354
Stevens Inst of Tech	0.0	2.8	3.8	5.2	84.0	1,408
Stockton St C	0.2	8.1	0.5	1.1	91.9	4,447
Talmud Inst of Cntrl Jersey	0.0	0.0	0.0	0.0	100.0	48
Trenton St C	0.1	7.1	0.5	0.8	91.4	8,895
Union C	0.3	11.4	0.8	5.1	82.0	2,633
Union Co Tech Inst	0.2	11.6	0.5	5.5	82.2	1,803
Upsala C	0.3	17.2	1.0	3.1	77.5	1,149
Westmin Choir C	0.0	8.9	0.7	0.8	87.8	376
Wm Paterson C	0.1	5.6	0.4	2.0	91.9	9,118
NEW MEXICO						
C of Santa Fe	8.3	1.9	1.9	38.4	49.2	1,048
C of the SW	0.0	3.5	0.0	9.6	86.8	114
E New Mexico U Main Campus	2.9	6.1	0.7	13.0	76.7	3,131
Roswell	1.1	2.2	0.9	21.5	72.2	1,072
Inst of Amer Indian Arts	100.0	0.0	0.0	0.0	0.0	163
N M Highlands U	2.8	2.3	0.4	72.2	20.7	1,595
N M Inst of Mining & Tech	1.4	0.7	1.8	9.8	82.4	814
New Mexico JC	0.5	4.4	0.2	9.4	82.0	1,176
N M Military Inst	0.9	10.2	2.1	11.3	68.7	470
New Mexico St U Main Campus	1.9	1.7	0.4	26.6	67.0	9,669
Alamogordo	1.7	3.6	0.7	17.6	76.3	686
Carlsbad	1.6	0.0	0.0	25.6	72.8	313
Grants Branch	16.3	1.2	0.6	36.7	45.2	166
San Juan	19.6	0.0	0.3	8.7	71.3	586
St John's C	0.4	0.4	1.8	0.4	96.1	280
Nthn N M CC	4.0	0.1	0.0	53.9	41.9	995
U of Albuquerque	5.0	4.1	1.3	23.8	64.8	2,383
U of New Mexico Main Campus	3.3	1.8	0.9	24.8	68.5	14,478
Gallup	61.6	0.8	0.4	16.3	20.9	258
W New Mexico U	3.7	3.8	0.5	40.0	52.0	1,169
NEW YORK						
Acad of Aero	0.0	16.1	3.3	20.0	58.5	1,516
Adelphi U	0.1	11.2	0.4	3.7	84.6	5,520
Albany Bus C	0.3	24.9	0.3	0.2	73.5	642
Albany C of Pharmacy	0.0	0.2	0.0	0.2	99.3	612
Alfred U	0.1	0.4	0.1	0.3	98.6	1,814
NYS C of Ceramics Alfred U	0.0	0.2	0.0	0.2	98.9	922
Am Acad of Dramatic Arts	0.0	7.4	0.0	3.5	88.9	405
Beth Rivkah Sch	0.0	0.0	2.9	2.3	86.5	171
Bard C	0.1	7.5	0.3	3.0	88.6	676
Ba'er Shmuel Talmudical Acad	0.0	0.0	0.0	0.0	100.0	200
Belzer Yesh-Machzikei Sem	0.0	0.0	0.0	0.0	100.0	192
Berk-Claremont Sch Hicksville	0.0	6.1	0.0	1.1	92.5	279
New York	0.0	14.5	0.0	24.2	61.4	594
The Berkeley Sch	0.0	9.2	0.1	2.5	88.2	727
Beth Hamedrash Shaarei Yosher Inst	0.0	0.0	0.0	0.0	100.0	218
Beth Hatalmud Rab C	0.0	0.0	0.0	0.0	100.0	53
Beth Jacob Hebrew Teachers C	0.0	0.0	0.0	0.0	100.0	329
Beth Joseph Rab Sem	0.0	0.0	0.0	0.0	100.0	32
Beth Medrash Elyak Hal Rab C	0.0	0.0	0.0	0.0	100.0	54
Bobover Yeshiva B'nei Zion	0.0	0.0	0.0	0.0	100.0	348
Boricua C	0.0	5.1	0.0	94.9	0.0	486
Bryant-Stratton Business Inst Rochester	0.0	18.8	0.0	2.0	78.4	837
Buffalo	0.7	16.0	0.1	1.1	82.0	3,718
Canisius C	0.4	5.0	0.2	0.0	91.1	2,441
Cathedral C of the Immac Concep	0.0	2.4	0.0	6.8	91.0	187
Cazenovia C	0.4	5.2	0.0	0.8	92.9	482
Cntl City Bus Inst	0.0	18.4	0.0	0.0	80.8	842
Cntl Yeshiva Ramchal Talmin Lubavitz	0.0	0.0	0.0	0.0	100.0	388
City U of New York Bern Baruch C	0.5	25.4	9.0	12.9	50.5	11,160
Manhattan CC	0.8	52.5	3.3	23.3	19.5	8,810
Bronx CC	1.4	51.9	2.7	23.7	9.1	7,288
Brooklyn C	1.2	20.0	4.1	8.2	66.5	14,096
City C	1.1	36.9	7.2	21.8	32.0	11,793
Staten Island	0.8	17.1	3.8	7.9	69.3	8,187

	Amer-ican Indian	Black	Asian	His-panic	White	Total enroll-ment
NEW YORK—Continued						
City U of New York Hostos CC	0.6	19.2	0.5	75.6	3.8	2,834
Hunter C	0.9	29.7	4.5	18.1	46.4	12,121
John Jay C	1.0	33.8	1.7	18.1	44.9	5,345
Kingsbrgh CC	1.2	19.8	1.7	7.2	69.6	7,941
LaGuardia CC	1.8	36.0	3.2	31.6	27.2	6,980
Lehman C	1.0	30.7	3.1	25.9	39.0	7,839
Medgar Evers C	0.5	87.4	0.9	8.8	1.2	2,647
N Y C CC	1.4	47.7	5.2	17.8	28.6	12,341
Queensboro CC	1.7	20.2	2.9	10.0	64.5	10,067
Queens C	1.1	14.2	4.4	8.3	70.4	15,036
York C	1.2	55.7	3.5	13.1	25.3	3,594
Cirkan C Tech	0.3	0.2	0.2	0.4	97.0	3,132
Colgate U	0.0	4.1	1.9	2.2	89.9	2,317
C of Human Services	0.0	84.6	3.1	23.8	8.5	130
C of Insurance	0.0	8.1	3.7	5.6	79.2	843
C of Mt St Vncnt	0.0	3.7	0.8	5.1	88.6	883
C New Rochelle	0.0	41.4	1.2	11.5	45.1	3,213
C of St Rose	0.0	3.1	0.1	0.5	96.1	1,496
Columbia U	0.2	5.8	6.9	4.8	78.0	5,435
Barnard C	0.0	4.6	7.2	3.8	81.2	2,265
Concordia C	0.0	7.2	0.5	1.2	88.9	416
Cooper Union	0.0	1.5	7.4	3.4	86.4	881
Cornell U Endowed C's	0.3	5.3	5.3	2.4	83.1	7,180
Medical Ctr	0.0	1.0	5.8	0.0	93.3	104
Statutory C	0.3	8.1	2.2	2.3	86.2	5,884
Culinry Inst Am	0.1	1.9	0.3	0.5	95.8	1,585
Dearnon C	1.0	17.8	0.4	2.3	78.5	1,256
Dersch Ayson Rab Sem	0.0	0.0	0.0	0.0	100.0	139
Dominican C of Blauvelt	0.0	2.8	0.6	2.3	94.2	941
Dowling C	0.1	3.9	0.0	2.3	92.8	1,950
D'Youville C	0.8	9.3	1.5	2.5	85.9	1,443
Ed Inst Chotei Torah	0.0	0.0	0.0	0.0	100.0	88
Eisenhower C	0.0	6.3	0.0	1.5	90.9	475
Elizabeth Seton C	0.3	17.1	0.1	6.5	73.5	1,172
Elmira C	0.3	2.7	0.8	0.6	93.1	1,916
Five Towns C	0.0	11.3	0.3	0.3	87.6	327
Fordham U	0.2	12.1	1.1	8.7	78.3	7,791
Friends World C	0.0	12.7	2.4	5.0	71.5	185
Hadar Hatorah Rab Sem	0.0	0.9	0.0	0.0	100.0	279
Hamilton C	0.1	2.3	1.0	0.8	94.0	1,571
Harriman C	3.2	19.0	1.8	14.5	61.7	373
Hartwick C	0.1	1.5	0.8	0.3	97.5	1,392
Hilbert C	0.3	4.3	0.0	2.1	93.3	581
Hobart-Smith C's	0.0	3.4	0.1	1.2	94.9	1,795
Hofstra U	0.2	5.2	0.7	2.1	89.8	6,540
Holy Trin Orth Sem	0.0	0.0	5.7	0.0	68.6	35
Houghton C	0.3	1.3	0.3	0.3	94.3	1,161
Inst of Design & Construction	0.0	22.4	1.9	17.9	53.8	156
Interboro Inst	0.8	50.8	1.3	22.8	23.3	390
Ithaca C	0.0	4.8	0.5	4.0	90.3	4,125
Jamestown Bus C	0.4	0.4	0.0	0.4	98.9	271
Jewish Theo Sem	0.0	0.0	0.0	0.0	100.0	107
Juilliard Sch	0.0	5.8	8.9	2.8	72.5	686
K Gibbs Sch	0.0	3.8	1.1	4.2	90.2	736
Kehileth Yakov Rab Sem	0.0	0.0	0.0	0.0	100.0	228
Kauka C	0.4	3.8	0.6	2.3	93.1	521
King's C	0.0	8.6	1.0	3.3	89.0	639
Lab Inst of Merchandising	0.0	9.0	0.4	1.2	89.4	245
Ladycliff C	0.0	7.6	0.3	10.3	81.8	368
LaMoyne C	0.1	1.4	0.3	0.7	97.2	1,820
Li C Hosp Sch Nursing	0.0	7.4	0.0	1.1	91.5	94
Li Sem of Jewish Studies	0.0	0.0	0.0	0.8	100.0	141
Long Island U Brooklyn Ctr	0.0	33.7	4.1	10.0	44.2	4,121
C W Post Ctr	0.1	5.3	1.1	2.0	90.2	7,237
Schwartz C of Pharmacy	0.0	5.9	7.7	4.5	80.1	997
Southampton Ctr	0.6	6.7	0.6	2.9	89.1	1,427
Mechzikei Hadath Rab C	0.0	0.0	0.0	0.0	100.0	217
Manhattan C	0.0	4.4	1.4	5.5	88.9	3,874
Manhattan Sch of Music	0.0	4.1	2.4	3.4	84.3	414
Manhattanville C	0.0	5.0	0.9	4.2	87.0	876
Marian C Music	0.0	2.0	1.5	0.5	82.1	196
Marist C	0.0	2.8	0.4	0.2	96.6	527
Maria Regina C	0.0	3.8	1.3	0.0	94.2	399
Marlst C	0.1	2.6	0.4	1.9	95.0	1,941
Marymount C	0.0	6.9	0.7	5.9	82.8	1,075
Marymount Manhattan C	0.0	17.1	3.0	11.7	68.2	1,958
Mater Dei C	29.6	0.4	0.0	0.4	69.5	223
Medaille C	1.7	33.7	0.0	1.5	62.9	590
Mercy C	1.2	15.3	1.3	15.0	67.3	4,269
Mesivta Torah Vodaath Sem	0.0	0.0	0.0	0.0	100.0	489
Mirrer Yeshiva Central Inst	0.0	0.0	0.0	0.0	100.0	310
Molloy C	0.3	4.6	0.1	2.3	92.6	1,376
Monroe Bus Inst	0.0	40.8	0.0	40.0	18.0	990
Mt St Mary C	0.0	8.5	0.0	3.1	88.3	898
Nazareth C Rochester	0.4	5.0	0.2	1.0	92.9	1,389
New Sch for Social Research	0.0	8.3	0.8	1.2	91.9	332
NY Inst of Tech Main Campus	0.1	3.7	0.5	1.3	93.0	8,330
New York	0.0	8.8	2.6	4.1	81.4	2,414
NY Sch of Interior Design	0.6	3.3	4.2	2.5	81.7	120
Nazareth C	0.3	8.9	5.5	5.3	78.3	9,000
Niagara U	0.5	4.8	0.2	0.7	93.9	8,204
Nyack C	0.2	4.8	2.0	3.1	88.9	611
Ohr Hamair Theo Sem	0.0	0.0	0.0	0.0	100.0	45
Olsen Bus Inst	0.5	0.5	0.0	0.0	98.4	183
Pace U C of Wh Plains	0.9	12.5	2.2	4.6	79.7	582
New York	0.3	19.5	4.8	9.0	64.1	5,175
Pleasantville	0.4	4.8	0.8	1.7	91.7	3,143
Parsons Sch of Design	0.1	5.6	4.2	3.8	83.4	1,709
Paul Smith's C	0.0	0.1	0.0	0.1	98.0	1,045
Polytech Inst of N Y	0.4	8.9	17.9	7.0	61.9	2,387
Powelson Bus Inst	0.5	4.2	0.0	0.0	95.1	429
Pratt Inst	0.9	17.8	4.2	6.1	68.2	3,153
Rab Isaac Elchanan Sem	0.0	0.0	0.0	0.0	98.4	61
Rab Acad Mesivta Chaim Berlin	0.0	0.0	0.0	0.0	100.0	189
Rab C Beth Shraga	0.0	0.0	0.0	0.0	100.0	39
Rab C Ch'san Sofer	0.0	0.0	0.0	0.0	100.0	89
Rab C of Kamenitz Yeshiva	0.0	0.0	0.0	0.0	100.0	67
Rab C of L I	0.0	0.0	0.0	0.0	100.0	61
Rab C of Sanz	0.0	0.0

FACT-FILE—Continued

	Assets—$ billions	Black	Asian	Hispanic	White	Total enrollment
NORTH CAROLINA—Continued						
Blue Ridge Tech Inst	0.1	4.5	0.1	0.2	95.0	902
Brevard C	0.0	3.8	0.0	0.0	96.4	638
Caldwell CC & Tech Inst	0.2	7.5	0.1	0.0	91.6	1,221
Campbell C	0.9	6.4	0.8	0.1	90.3	1,782
Cape Fear Tech Inst	0.3	20.0	0.3	0.0	79.4	1,580
Carteret Tech Inst	0.2	6.0	0.2	0.6	92.9	976
Catawba C	0.4	8.2	0.2	0.8	90.0	917
Catawba Valley Tech Inst	0.1	7.5	0.3	0.1	92.1	1,720
Cecil's Bus C	0.0	19.9	0.4	0.0	79.8	277
Central Carolina Tech Inst	0.7	19.2	0.2	0.3	79.8	1,884
Cntl Piedmont CC	0.2	18.8	0.9	0.4	79.0	14,815
Chowan C	0.3	22.2	1.3	0.9	66.8	1,072
Cleveland Co Tech Inst	0.1	26.0	0.3	0.2	72.9	1,003
Coastal Carolina CC	0.8	18.0	0.8	1.8	78.9	2,123
C Albemarle	0.0	23.4	0.6	0.0	75.9	965
Craven CC	0.1	28.1	1.1	0.5	70.2	1,229
Davidson C	0.1	3.0	0.5	0.1	96.1	1,342
Davidson Co CC	0.0	10.0	0.0	0.0	89.8	2,052
Duke U	0.1	4.8	1.2	0.6	91.1	5,879
Durham C	0.0	100.0	0.0	0.0	0.0	169
Durham Tech Inst	1.2	51.1	0.7	0.4	46.8	2,261
Edgecombe Tech Inst	0.6	55.3	0.1	0.0	44.0	714
Elon C	0.0	7.7	0.1	0.0	91.7	2,189
Fayetteville Tech Inst	1.0	27.1	0.7	3.2	67.7	4,690
Forsyth Tech Inst	0.0	27.3	0.2	0.1	72.3	2,440
Gardner-Webb C	0.2	9.6	0.3	0.2	89.4	1,304
Gaston C	0.0	11.3	0.0	0.0	87.2	2,756
Greensboro C	0.3	19.5	0.2	0.3	79.3	958
Guilford C	0.1	8.9	0.2	0.5	90.4	1,674
Guilford Tech Inst	0.4	24.7	0.5	0.2	74.2	2,631
Halifax CC	1.9	49.2	0.4	0.0	48.6	970
Hamilton C	0.0	67.5	0.0	0.0	32.5	477
Hardbarger JC Bus	0.0	28.6	0.0	0.2	70.7	893
Haywood Tech Inst	0.8	1.7	0.1	0.4	96.9	714
High Point C	0.0	8.1	0.0	0.8	91.4	1,030
Isothermal CC	0.0	16.5	0.0	0.1	83.4	928
James Sprunt Inst	0.0	38.9	0.1	0.4	59.5	741
Jefferson C	0.0	60.5	0.0	0.0	39.5	435
Johnson Smith U	0.0	98.6	0.0	0.0	0.1	1,464
Johnston Tech Inst	0.8	23.7	0.0	0.2	75.4	1,174
John Wesley C	0.0	5.8	0.0	0.0	94.2	86
King's C Charlotte	0.3	21.2	0.0	0.0	78.5	363
Raleigh	0.0	52.6	0.1	1.4	45.1	736
Lafayette C	0.4	58.3	0.1	0.6	39.6	700
Lees-McRae C	0.0	4.5	0.0	0.1	95.2	726
Lenoir CC	0.2	34.2	0.4	0.2	65.0	1,829
Lenoir-Rhyne C	0.0	4.8	0.1	0.1	94.4	1,249
Livingstone C	0.0	98.0	0.0	0.0	0.4	799
Louisburg C	1.3	10.1	0.7	0.1	87.3	675
Mars Hill C	1.1	5.0	0.1	0.2	93.6	1,712
Martin CC	0.1	43.7	0.0	0.0	56.2	673
Mayland Tech Inst	0.0	2.1	0.0	0.0	97.9	522
McDowell Tech Inst	0.2	5.9	0.0	0.0	93.9	491
Meredith C	0.1	1.1	0.6	0.6	97.2	1,422
Methodist C	1.0	15.1	1.9	2.3	75.9	945
Mitchell CC	0.1	19.4	0.2	0.4	79.8	936
Montgomery Tech Inst	1.1	25.3	0.0	0.6	72.8	380
Montreat-Anderson C	0.7	4.8	0.0	0.7	93.0	417
Mt Olive C	0.0	16.7	0.2	0.6	82.5	514
Nash Tech Inst	1.5	28.5	0.4	0.0	71.5	1,100
N C Wesleyan C	0.0	28.7	2.2	0.0	71.1	544
Pamlico Tech Inst	0.0	32.3	0.0	0.0	67.7	164
Pasco C	0.2	0.4	0.4	0.9	98.2	506
Pfeiffer C	0.0	6.3	0.4	0.7	91.0	912
Piedmont Bible C	0.0	0.0	0.0	0.0	98.2	434
Piedmnt Tech Inst	0.0	49.8	0.0	0.0	50.2	699
Pitt Tech Inst	0.2	29.0	0.2	0.1	70.5	1,376
Queens C	0.2	4.2	0.4	0.2	94.8	478
Randolph Tech Inst	0.2	4.3	0.1	0.3	95.0	922
Richmond Tech Inst	3.0	34.7	0.2	0.1	61.7	967
Roanoke-Chowan Tech Inst	0.1	61.0	0.0	0.0	38.9	705
Robeson Tech Inst	29.3	27.6	0.2	0.5	42.4	1,213
Rockingham CC	0.3	19.6	0.1	0.0	79.9	1,158
Rowan Tech Inst	0.0	10.7	0.3	0.0	88.5	1,585
Sacred Heart C	0.0	7.2	3.6	3.2	80.9	251
St Andrew's Presbyterian C	0.3	5.5	0.5	0.5	90.0	580
St Augustines C	0.1	95.8	0.0	0.1	0.3	1,746
St Mary's C	0.0	0.3	0.0	0.0	99.3	303
Salem C	0.0	0.9	0.0	0.7	97.7	567
Sampson Tech Inst	1.9	35.9	0.0	0.0	62.2	836
Sandhills CC	1.4	13.3	0.0	0.5	84.8	1,591
Shaw U	0.1	92.5	0.0	0.2	1.4	1,180
Southeastern CC	3.0	28.9	0.0	0.0	67.9	1,853
SW Tech Inst	14.2	2.1	0.0	0.0	83.0	663
Stanly Tech Inst	0.3	11.1	0.2	0.2	86.0	610
Surry CC	0.1	8.1	0.2	0.1	91.5	1,510
Tech Inst of Alamance	0.2	19.5	0.2	0.1	79.9	1,206
Tri-County Tech Inst	1.1	1.4	0.2	0.9	96.4	554
U of N C Sys						
Appichn St U	0.1	2.4	0.1	0.2	96.9	8,094
East Carolina U	0.3	8.3	0.2	0.1	90.9	10,370
Elizabeth City St U	0.1	91.8	0.0	0.0	7.3	1,552
Fayetteville St U	0.1	91.1	0.2	0.3	7.6	2,012
N C A&T St U	0.0	92.8	0.0	0.1	3.1	4,577
N C Central U	0.1	96.2	0.0	0.1	3.5	3,495
N C Sch of Arts	0.2	9.8	0.7	0.5	87.2	429
N C St U, Raleigh	0.2	5.7	0.7	0.4	90.9	13,251
Pembroke St U	22.9	11.2	0.4	0.3	65.3	1,984
U of No Carolina Asheville	0.1	4.7	0.5	0.4	93.7	1,345
Chapel Hill	0.4	6.8	0.5	0.5	91.6	13,311
Charlotte	0.1	6.8	0.4	0.6	90.1	6,934
Greensboro	0.1	9.8	0.3	0.2	89.4	6,563
Wilmington	0.1	5.3	0.3	0.3	93.5	3,431
W Carolina U	0.8	4.3	0.3	0.3	93.7	5,403
Winston-Salem St U	0.0	90.6	0.0	0.0	9.2	2,067
Vance-Granvl CC	0.0	50.4	0.0	0.0	49.6	1,167
Wake Forset U	0.1	4.4	0.4	0.5	94.3	3,056
Wake Tech Inst	0.2	16.7	1.0	0.1	81.9	1,429
Warren Wilson C	0.2	2.3	2.5	1.1	95.1	523
Wayne CC	0.2	25.0	0.3	0.5	72.7	2,101
W Piedmont CC	0.4	7.8	0.1	0.3	91.5	1,159
Wilkes CC	0.1	6.3	0.1	0.1	92.1	1,515
Wilson Co Tech Inst	0.2	37.8	0.1	0.3	61.7	928
Wingate C	0.3	9.6	0.1	0.2	89.4	1,380
Winston C	0.0	32.5	0.0	0.6	66.0	332
NORTH DAKOTA						
Bismarck JC	9.2	0.3	0.0	0.0	90.4	1,598
Dickinson St C	1.9	0.5	0.2	0.0	95.6	1,070
Jamestown C	0.2	4.2	0.4	0.4	94.3	475

	Assets—$ billions	Black	Asian	Hispanic	White	Total enrollment
NORTH DAKOTA—Continued						
Lake Region JC	14.7	0.8	0.2	0.2	93.9	980
Mary C	10.7	0.1	0.1	0.3	97.8	758
Mayville St C	12.0	0.8	0.0	0.1	97.1	777
Minot St C	1.7	1.6	0.3	0.2	94.5	2,291
N D St Sch of Science	1.8	0.2	0.2	0.1	97.8	3,330
North Dakota St U						
Main Campus	0.5	0.4	0.4	0.1	98.2	8,451
Bottineau Branch	28.5	0.0	0.0	0.0	99.8	487
Northwest Bible C	0.7	0.0	0.0	1.3	98.0	149
Standing Rock CC	78.8	0.0	0.0	0.0	23.2	181
Trinity Bible Inst	0.8	0.5	0.0	1.0	97.3	400
U of North Dakota Main Campus	1.9	0.5	0.4	0.2	98.2	7,552
Williston Branch	2.4	0.0	0.2	0.0	97.0	573
Valley City St C	0.7	1.0	0.1	0.3	97.5	943
OHIO						
Antioch C	2.6	28.1	0.9	0.4	80.6	2,292
Art Acad of Cincinnati	0.0	3.9	0.0	0.6	96.5	155
Ashland C	0.1	10.5	0.0	0.6	88.7	1,574
Athenaeum of Ohio	0.0	0.0	0.0	0.0	100.0	86
Baldwin-Wallce C	0.1	7.5	0.5	1.3	90.3	2,389
Belmont Tech C	0.0	0.9	0.0	0.0	98.7	902
Bluffton C	0.0	4.2	0.0	0.5	95.3	614
Borromeo C	0.0	0.0	0.0	0.0	100.0	79
Bowling Green St U Main Campus	0.0	5.1	0.2	0.7	93.3	13,648
Firelands	0.2	2.9	0.0	0.3	97.5	643
Capital U	0.2	12.5	0.5	0.58	86.1	1,808
Case Western Reserve U	0.1	2.3	1.1	0.4	90.7	2,721
Cedarville C	0.0	1.3	0.1	0.2	97.8	1,140
Cntl Ohio Tech C	0.1	1.1	0.6	0.2	98.1	1,032
Central St U	0.0	86.2	0.1	0.1	10.0	2,211
Cleveland C	0.0	2.6	0.0	0.0	97.4	38
Cincinnati Bible Sem	0.0	1.3	0.0	0.0	98.2	392
Cincinnati Tech C	0.2	15.6	0.9	0.2	82.6	1,808
Circleville Bible C	2.5	0.0	0.0	0.5	96.5	200
Clark Tech C	0.0	10.5	0.4	0.0	88.7	2,082
Cleveland C of Jewish Studies	0.0	1.0	0.0	0.0	97.1	105
Cleveland Inst of Art	0.0	5.8	0.8	1.1	91.7	532
Cleveland Inst of Music	0.0	2.3	1.1	0.6	90.4	177
Cleveland St U	0.1	11.5	0.2	0.6	86.9	11,957
C of Mt St Joseph-on-the-Ohio	0.1	3.9	0.2	0.6	94.4	1,060
C of Steubenville	0.4	4.3	0.4	0.9	92.7	700
C of Wooster	0.0	4.7	0.5	0.3	94.4	1,924
Columbus C of Art & Design	0.3	6.1	1.0	0.6	90.5	787
Columbus Tech Inst	0.3	13.4	0.4	0.1	85.2	5,474
Cuyahoga CC Eastern Campus	0.4	38.7	0.5	0.4	58.8	4,090
Metro Campus	0.4	60.1	1.1	1.9	35.1	9,099
Western Campus	0.2	1.7	0.6	1.0	96.0	11,578
Davis JC	0.0	26.2	0.0	2.1	71.7	582
Defiance C	0.0	4.8	0.0	2.3	90.5	787
Denison U	0.0	3.2	0.3	0.1	96.2	2,035
Dyke C	0.1	52.6	0.4	0.9	46.2	1,077
Edgecliff C	0.8	11.8	0.2	0.9	85.0	648
Edison St CC	0.5	0.8	0.2	0.1	98.3	1,722
Findley C	0.0	7.2	0.0	0.2	90.0	860
Franklin U	0.4	17.9	0.9	0.3	80.6	3,992
Hebrew Union C	0.0	0.0	0.0	0.0	100.0	42
Heidelberg C	0.0	5.7	0.2	0.2	93.8	857
Hiram C	2.0	9.1	0.6	0.4	89.8	1,134
Hocking Tech C	0.1	0.7	0.0	0.0	97.8	2,330
Jefferson Tech C	0.0	4.2	0.4	0.0	95.4	1,562
John Carroll U	0.0	4.3	0.7	0.4	94.2	2,915
Kent St U Main Campus	0.1	6.1	0.3	0.3	90.3	13,841
Ashtabula	0.2	1.8	0.5	0.0	97.4	919
East Liverpool	0.0	3.9	0.0	0.4	95.7	517
Salem	0.0	1.2	0.0	0.0	98.8	503
Stark Co	0.1	5.4	0.1	0.4	94.0	1,915
Trumbull	0.2	7.7	0.1	0.1	91.9	1,822
Tuscarawas	0.0	0.6	0.1	0.0	99.3	617
Kenyon C	0.0	0.9	0.7	0.3	97.1	1,481
Kettering C of Medical Arts	0.0	1.8	2.0	0.8	95.5	397
Lake Erie C	0.0	1.7	0.6	0.3	95.8	932
Lakeland CC	0.1	1.3	0.4	0.1	97.7	6,856
Lima Tech C	0.9	5.2	0.5	0.9	92.3	1,277
Lorain Co CC	0.1	6.5	0.2	3.0	88.4	5,834
Lourdes C	0.0	1.3	0.0	0.0	98.1	477
Malone C	0.0	6.8	0.0	0.3	91.8	739
Marietta C	0.0	1.0	0.1	0.2	97.1	1,395
Marion Tech C	0.5	6.8	0.9	0.5	90.8	877
Miami-Jacobs JC of Business	0.0	39.9	0.0	0.8	59.4	642
Miami U Main Campus	0.1	2.0	0.3	0.2	97.5	13,403
Hamilton	0.2	4.9	0.2	0.2	94.6	1,256
Middletown	0.2	2.8	0.2	0.1	96.8	1,241
M Owens Tech C	0.6	9.3	0.5	1.9	86.7	3,220
Mt Union C	0.0	3.4	0.0	0.0	96.9	1,199
Mt Vernan Nazarene C	0.1	0.6	0.0	0.6	98.3	861
Muskingum Area Tech C	0.0	3.0	0.2	0.2	96.5	1,208
Muskingum C	0.0	2.2	0.0	0.3	96.5	913
No Cntrl Tech C	0.0	2.9	0.3	0.4	96.5	1,389
Northwest Tech C	0.7	0.2	0.2	2.4	96.5	574
Notre Dame C	0.0	7.5	0.2	0.2	88.9	415
Oberlin C	0.1	5.9	2.5	1.1	84.7	2,725
Ohio Dominon C	0.1	19.0	0.7	1.2	72.3	685
Ohio Inst of Tech	0.0	16.2	0.4	0.2	82.9	2,300
Ohio Northern U	0.2	1.8	0.4	0.1	96.4	2,087
Ohio St U Main Campus	0.1	5.7	0.6	0.4	92.5	39,455
Agric Tech Inst	0.1	0.4	0.0	0.4	98.7	748
Lima Branch	0.2	2.4	0.3	0.3	96.6	854
Mansfield Branch	0.1	2.3	0.1	0.2	97.2	810
Marion Branch	0.0	0.4	0.0	0.2	99.4	540
Newark Branch	0.0	0.6	0.4	0.6	98.4	693
Ohio U Main Campus	0.3	6.0	0.2	0.2	93.5	11,592
Belmont	0.0	0.1	0.0	0.0	99.5	899
Chillicothe	0.6	3.0	0.3	0.2	95.7	1,009
Ironton	0.6	0.7	0.1	0.0	98.3	845
Lancaster	0.4	0.2	0.2	0.0	99.0	1,244
Zanesville	0.9	2.0	0.1	0.5	96.5	982
Ohio Wesleyan U	0.0	4.9	0.2	0.4	90.0	2,286
Otterbein C	0.1	2.4	0.2	0.1	96.8	1,254
Payne Theo Sem	0.0	100.0	0.0	0.0	0.0	3
Pontifical C of Josephinum	0.0	1.1	3.4	8.0	87.5	86
Rab C of Telshe	0.0	0.0	0.0	0.0	100.0	235
Rio Grande C	0.2	1.5	0.1	0.2	94.9	884
Shawnee St CC	0.3	4.7	0.5	0.1	94.1	1,667
Sinclair CC	0.3	17.7	0.6	0.5	77.4	13,998
Southern Ohio C	0.0	33.2	0.1	0.3	66.2	1,773
Southern St Gen & Tech C	0.3	2.4	0.2	0.6	97.1	1,121
Stark Tech C	0.2	4.9	0.2	0.2	94.5	1,888
Terra Tech C	0.0	1.3	0.0	1.1	96.7	1,988
Tiffin U	3.0	2.8	0.0	2.1	94.8	428
Union Experimental C and U	39.3	27.4	0.0	5.0	27.9	725
U of Akron Main Campus	0.4	9.1	0.4	0.3	89.0	18,039

	Assets—$ billions	Black	Asian	Hispanic	White	Total enrollment
OHIO—Continued						
U of Akron Wayne Gen & Tech C	0.5	1.8	0.0	0.2	97.5	982
U of Cincinnati Main Campus	0.1	12.4	0.5	0.3	86.4	19,910
Clermont Gen & Tech C	0.3	0.0	0.3	0.3	98.2	392
R Walters C	0.4	8.1	0.5	0.1	90.2	1,834
U of Dayton	0.1	5.1	0.4	0.9	93.8	8,631
U of Toledo	0.4	10.3	0.1	1.0	88.0	13,649
Urbana C	1.1	21.9	0.0	0.0	77.3	716
Ursuline C	1.1	11.7	1.9	1.9	83.0	377
Wash C	0.0	1.3	0.9	0.5	96.4	547
Washington Tech C	0.0	0.5	0.0	0.0	99.5	434
Wilberforce U	0.0	95.4	0.0	0.0	0.1	1,058
Wilmington C	0.0	18.9	0.1	1.2	78.5	825
Wittenberg U	0.0	5.3	0.2	0.1	93.9	2,259
Wooster Bus C	0.0	3.3	0.0	0.0	93.7	91
Wright St U Main Campus	0.1	6.8	0.7	0.9	90.6	9,845
Western Ohio	0.2	0.2	0.2	0.5	99.1	632
Xavier U	0.0	8.1	0.5	1.2	89.8	2,730
Youngstown St U	0.1	9.0	0.1	0.5	89.6	13,501
OKLAHOMA						
Bacone C	41.0	10.3	7.1	0.0	41.4	470
Bartlesville Wesleyan C	0.6	1.3	0.6	0.0	96.9	542
Bethany Nazarene C	1.7	0.6	0.5	0.9	94.3	1,253
Cameron U	4.1	13.9	1.3	2.5	77.7	4,834
Carl Albert JC	5.2	5.5	0.2	0.4	78.6	851
Central St U	1.7	10.3	0.8	0.8	88.8	9,025
Claremore JC	7.9	7.1	0.7	0.4	71.0	1,837
Connors St C	9.0	12.6	0.2	0.2	78.1	1,213
E Cntl Okla St U	5.8	4.5	0.4	0.3	87.5	3,068
E Oklahoma St C	6.4	4.9	0.1	0.4	88.5	1,915
El Reno JC	4.0	16.7	0.2	3.2	68.3	832
Hillsdale Free Will Baptist C	0.6	0.6	0.0	0.0	97.0	188
Langston U	0.0	91.9	0.0	0.1	0.6	940
Midwest Christ C	0.0	1.0	0.0	0.0	97.1	104
Murray St C	9.3	7.7	0.0	0.3	80.9	1,134
NE Okla A&M C	4.5	5.0	0.3	0.3	83.5	2,376
NE Okla St U	16.8	6.8	0.2	0.4	74.8	4,083
No Oklahoma C	7.5	2.4	0.0	0.4	84.5	1,261
NW Okla St U	1.1	3.8	0.6	1.1	89.8	1,589
Okla Baptist U	2.0	1.5	0.2	0.8	94.2	1,525
Okla Christian C	0.4	6.3	0.6	0.2	90.7	1,426
Oklahoma City SW C	1.2	5.5	0.9	1.3	41.6	743
Oklahoma City U	2.1	6.1	0.0	1.7	80.3	1,119
Oklahoma Panhandle St U	1.1	2.9	0.6	2.2	91.2	822
Okla Sch of Bus	1.3	22.9	3.2	0.0	69.1	157
Oklahoma State U Main Campus	1.7	3.0	0.7	0.5	89.8	18,537
Tech Inst	1.6	5.5	1.8	1.2	89.9	2,293
Oral Roberts U	.3	3.8	0.9	0.7	70.3	3,503
Oscar Rose JC	3.9	16.1	1.7	1.6	97.7	7,826
Phillips U	1.0	3.6	0.6	0.7	88.9	990
St Gregory's C	5.8	3.5	0.0	1.5	73.0	259
Sayre JC	0.6	1.0	0.3	0.6	98.0	315
Seminole JC	8.2	4.0	0.4	0.4	72.4	1,283
SE Okla St U	3.4	4.7	0.6	1.4	94.7	5,369
So Okla City JC	3.2	3.1	0.6	0.6	91.2	3,975
SW Okla St U	3.2	7.6	1.2	0.9	87.0	8,790
Tulsa JC						
U of Oklahoma Health Sci Ctr	2.1	2.7	1.2	0.3	89.0	918
Norman Campus	2.9	3.4	0.7	0.6	87.6	15,205
U of Sci & Arts	11.6	8.4	1.5	0.9	88.5	920
U of Tulsa	1.5	3.1	0.3	0.4	86.2	4,206
W Okla St C	1.2	7.3	1.9	3.7	86.4	1,736
OREGON						
Blue Mtn CC	3.6	0.3	1.2	0.4	94.5	950
Cntrl Oregon CC	1.6	0.3	0.2	0.7	97.0	1,898
Chemeketa CC	0.7	0.6	0.9	1.0	94.8	3,421
Clackamas CC	0.2	0.2	0.3	0.2	98.6	4,594
Clatsop CC	1.4	2.6	0.9	1.2	93.4	425
C Cesar Chavez	0.0	0.0	0.0	80.0	20.0	25
Columbia Christian C	1.7	2.7	1.0	1.7	92.1	291
Concordia C	1.0	3.0	2.7	1.3	89.6	297
George Fox C	0.5	2.6	0.2	0.5	95.6	660
Judson Baptist C	0.8	0.8	0.0	0.4	97.9	240
Lane CC	1.5	0.8	0.9	1.1	94.6	6,984
Lewis & Clark C	0.8	0.8	4.2	1.0	89.4	1,778
Linfield C	0.9	2.9	5.4	1.0	88.3	1,049
Linn-Benton CC	0.6	0.4	1.5	0.9	96.0	2,199
Marylhurst Ed Ctr	2.8	6.0	0.9	0.0	89.4	216
Mt Angel Sem	0.0	0.0	10.0	0.0	82.5	40
Mt Hood CC	1.5	1.7	3.5	1.3	91.2	7,483
Multnomah Sch of Bible	0.5	0.3	0.5	0.7	98.3	573
Museum Art Sch	0.0	0.5	3.2	0.0	96.2	189
NW Christian C	0.0	0.8	1.2	1.6	91.6	249
Ore St U System E Oregon St C	1.5	1.6	1.4	1.9	96.3	1,411
Oregon C of Ed	1.0	1.4	2.0	0.3	94.8	2,290
Ore Inst of Tech	1.3	1.1	1.6	0.8	93.1	2,122
Oregon St U	1.8	0.7	2.9	0.6	92.4	13,691
Portland St U	1.0	2.8	4.1	1.1	87.1	9,552
So Oregon St C	1.1	0.3	0.7	0.8	95.4	3,676
U of Oregon Main Campus	0.9	1.2	3.0	0.9	91.4	11,469
Health Sci Ctr	0.4	0.6	2.2	0.8	95.7	494
Pacific U	2.4	4.3	14.5	1.5	76.5	667
Portland CC	1.3	2.2	2.8	2.0	88.0	17,288
Reed C	0.2	0.8	3.1	1.3	92.0	1,119
Rogue CC	0.9	0.0	0.2	1.2	97.7	1,864
SW Oregon CC	1.9	0.1	0.4	0.7	98.7	3,124
Treasure Vly CC	1.0	0.4	3.0	5.5	88.7	1,968
Umpqua CC	0.1	0.1	0.4	1.5	97.8	1,527
U of Portland	0.6	3.3	2.9	0.8	74.9	2,099
Warner Pacific C	0.8	1.5	1.3	0.8	96.2	391
W Baptist Bible C	0.0	0.0	0.7	0.0	98.6	415
Willamette U	0.6	2.2	4.8	1.3	90.1	1,272
PENNSYLVANIA						
Acad of the New Church	0.0	0.0	0.0	0.0	83.5	133
Albright C	0.0	0.9	1.2	0.2	96.7	1,267
Allegheny C	0.2	3.0	0.4	0.3	96.1	1,854
Allentown C St Fran de Sales	0.*	2.2	0.3	1.0	93.5	598
Alliance C	0.0	3.4	0.0	0.0	96.1	203
Alvernia C	0.3	2.6

	American Indian	Black	Asian	Hispanic	White	Total enrollment
PENNSYLVANIA—Continued						
Westmoreland Co CC	0.0	1.9	0.1	0.1	96.8	2,263
Widener C	0.1	8.5	0.4	0.3	90.7	3,126
Wilkes C	0.0	0.7	0.4	0.2	97.6	2,402
Williamsport Area CC	0.2	3.9	0.3	0.0	95.5	2,775
Wilson C	0.0	3.6	8.2	1.5	84.0	194
Yeshivath Beth Moshe	0.0	0.0	0.0	0.0	100.0	59
York C of Pa	0.0	2.4	0.0	0.2	96.0	2,021
RHODE ISLAND						
Barrington C	0.0	6.3	0.2	1.3	89.3	476
Brown U	0.0	5.2	3.0	1.2	87.3	5,307
Bryant C	0.0	0.5	0.2	0.3	98.8	3,765
Johnson & Wales C	0.0	10.6	0.2	0.3	88.0	4,490
New England Inst Tech	0.2	4.5	0.5	0.3	91.8	620
Providence C	0.0	1.0	0.2	0.3	98.4	3,464
Rhode Island C	0.5	3.5	0.5	1.3	91.9	4,310
Rhode Island JC	0.3	2.6	0.4	0.5	96.3	6,932
R I Sch Design	0.4	1.7	1.8	0.9	89.5	1,331
Roger Williams C Main Campus	0.0	5.5	0.2	0.7	91.1	2,014
Providence	0.0	2.2	0.1	0.5	97.2	1,462
Salve Regina-Newport C	0.3	1.8	0.1	1.0	97.0	1,257*
U of RI	0.3	1.4	0.4	0.3	96.0	9,805
SOUTH CAROLINA						
Allen Tech Ed Ctr	0.3	27.0	1.0	0.0	71.7	916
Allen U	0.0	97.1	0.0	0.0	0.0	413
Anderson C	0.0	7.8	0.1	0.0	92.1	1,158
Baptist C at Charleston	0.0	29.1	0.4	0.0	70.3	2,366
Beaufort Tech Ed Ctr	0.4	54.6	0.0	0.1	44.2	848
Benedict C	0.0	100.0	0.0	0.0	0.0	1,781
Cntl Wesleyan C	0.0	12.0	0.6	1.1	84.7	359
Chesterfield-Marlboro Tech	0.2	35.7	0.0	0.4	63.7	502
Citadel Military C	0.0	3.0	0.4	0.5	93.5	2,377
Claflin C	0.0	99.2	0.0	0.0	0.4	852
Clemson U	0.0	1.7	0.3	0.1	97.2	8,926
Clinton JC	0.0	100.0	0.0	0.0	0.0	122
Coker C	0.7	17.2	0.0	0.0	82.1	302
C of Charleston	0.1	4.6	0.2	0.2	94.0	3,899
Columbia Bible C	0.0	1.5	0.6	1.3	93.4	531
Columbia C	0.3	19.3	0.0	0.1	80.2	936
Columbia Commercial C	0.0	65.5	0.0	1.2	33.1	1,102
Converse C	0.0	2.6	0.4	0.0	97.0	726
Denmark Tech Ed Ctr	0.2	95.6	0.0	0.0	4.0	545
Erskine C & Sem	0.0	9.9	0.3	0.3	90.5	655
F Darlington Tech	0.2	37.3	0.2	0.0	62.0	2,121
Francis Marion C	0.0	12.3	0.0	0.0	87.4	2,149
Friendship C	0.0	94.6	0.0	0.0	1.2	186
Furman U	0.0	3.1	0.5	0.3	96.1	2,362
Greenville Tech C	0.1	17.7	0.2	0.2	80.7	5,782
Horry-Georgetown Tech C	0.4	27.4	0.2	0.4	71.3	1,209
Lander C	0.3	16.5	0.5	0.2	81.6	1,894
Limestone C	0.0	16.8	0.2	0.0	83.0	1,074
Medical U of S C	0.0	6.3	0.1	0.4	92.8	1,109
Midlands Tech C	0.2	35.0	0.7	0.6	62.6	5,448
Morris C	0.0	100.0	0.0	0.0	0.0	637
Newberry C	0.0	10.8	0.2	0.2	88.8	851
No Greenville C	0.0	20.8	0.0	0.0	68.3	962
Orangeburg Calhoun Tech C	0.0	48.6	0.4	0.0	50.9	1,425
Piedmont Tech C	0.2	38.1	0.2	0.0	61.4	1,725
Presbyterian C	0.0	3.8	0.0	0.0	94.8	956
Rice C	0.0	58.3	0.9	0.5	39.3	214
Rutledge C	0.0	39.7	0.0	0.1	59.9	736
Sherman C Chiropractic	0.0	0.0	0.0	0.0	92.3	13
So Carolina St C	0.0	99.1	0.0	0.0	0.8	2,896
Spartanburg Methodist C	0.0	22.7	0.2	0.1	76.8	1,116
Spartnbg Tech C	0.2	16.1	0.5	0.1	82.7	1,676
Sumter Area Tech C	0.3	43.0	0.3	0.3	55.7	1,183
Tri-Co Tech C	0.5	14.1	0.3	0.1	84.3	2,226
Trident Tech C	0.1	24.7	1.0	0.5	73.5	5,815
U of South Carolina Aiken	0.2	14.5	0.1	0.3	84.8	1,547
Beaufort	0.3	19.8	0.5	0.0	79.4	964
Coastal Carolina	0.1	7.5	0.4	0.1	91.4	1,952
Columbia	0.1	13.0	0.7	0.5	85.3	16,905
Lancaster	0.2	14.3	3.3	0.0	85.3	895
Salkehatchie	0.0	23.9	0.0	0.0	76.1	276
Spartanburg	0.2	5.1	3.4	0.3	90.9	2,089
Sumter	0.8	18.3	0.4	0.0	80.7	894
Union	0.0	22.3	0.4	0.0	77.3	233
Voorhees C	0.0	99.2	0.3	0.0	0.1	781
Wmsburg Tech Ed Ctr	0.0	63.3	0.0	0.0	36.7	509
Winthrop C	0.1	15.2	0.1	0.1	83.2	3,468
Wofford C	0.1	9.4	0.3	0.8	88.3	973
York Tech C	0.4	27.0	0.0	0.0	72.3	1,405
SOUTH DAKOTA						
Augustana C	0.7	0.4	0.2	0.0	98.0	2,146
Black Hills St C	3.6	0.5	0.0	0.0	95.4	2,821
Dakota St C	1.3	0.6	0.6	0.0	97.2	924
Dakota Wesleyan U	3.8	1.7	0.2	0.2	90.6	480
Freemen JC	2.3	0.0	0.0	0.0	95.5	44
Huron C	6.9	13.1	0.7	0.0	79.0	305
Mt Marty C	1.9	0.9	2.4	0.6	91.5	531
Nat C of Bus	4.3	5.8	0.5	9.5	79.3	2,634
Northern St C	1.6	0.1	0.1	0.0	98.1	2,109
Presentation C	3.4	0.3	1.0	0.0	95.2	291
Sinte Gleska C	77.2	0.3	0.0	0.0	22.5	307
Sioux Falls C	0.7	0.7	0.0	0.0	97.2	564
S D Sch of Mines & Tech	1.0	0.1	0.7	0.3	91.4	1,447
S D St U	0.5	0.4	0.4	0.1	98.7	5,946
U of South Dakota Main Campus	2.7	0.4	0.3	0.3	96.1	4,284
Springfield	2.4	0.5	1.1	0.0	96.0	825
Yankton C	0.0	11.6	0.4	2.6	85.1	268
TENNESSEE						
Am Bapt Theo Sem	0.0	83.9	0.0	0.0	0.8	118
Aquinas JC	0.0	11.8	0.0	1.8	85.9	313
Belmont C	0.0	5.1	0.0	0.0	90.4	1,225
Bethel C	0.0	10.1	0.0	0.0	89.7	348
Bristol C	0.0	7.4	0.5	0.0	91.2	217
Bryan C	0.0	1.7	0.0	0.0	98.6	528
Carson-Newman C	0.1	3.8	0.1	0.1	96.0	1,564
Christian Bros C	0.1	10.7	0.8	0.3	82.9	1,167
Cumberland C	0.0	11.1	0.0	0.0	85.6	360
D Lipscomb C	0.0	3.9	0.1	0.2	95.8	2,190
Draughon's C	0.1	84.5	0.1	1.1	43.9	885
Draughon's JC Bus Knoxville	0.0	14.3	0.0	0.3	85.3	587
Nashville	0.0	90.2	0.7	0.5	36.9	407
Edmondson C	0.0	39.5	0.0	0.0	60.5	406
Fisk U	0.0	97.3	0.0	0.0	0.0	1,104
Freed-Hardeman C	0.2	3.1	0.2	0.1	94.4	1,366

	American Indian	Black	Asian	Hispanic	White	Total enrollment
TENNESSEE—Continued						
Free Will Baptist Bible C	0.0	0.0	0.0	0.0	99.8	516
George Peabody C for Teachers	0.0	10.9	0.5	0.9	86.0	649
Hiwassee C	0.0	4.0	0.2	0.0	93.8	579
John Gupton C	0.0	32.8	0.0	0.0	67.2	61
Johnson Bible C	0.5	0.8	0.0	0.8	98.4	384
King C	0.0	2.1	1.4	0.3	94.1	286
Knoxville Bus C	0.0	21.5	0.0	0.0	77.7	480
Knoxville C	0.0	95.1	0.0	0.0	0.0	653
Lambuth C	0.0	15.3	0.0	0.0	83.7	892
Lane C	0.0	100.0	0.0	0.0	0.0	699
Lee C	0.0	2.5	0.1	1.4	96.3	1,256
Lesley-Owen C	0.0	99.1	0.4	0.0	0.2	978
Lincoln Mem U	0.3	5.8	0.1	0.2	92.5	966
Martin C	0.0	17.8	0.5	0.0	78.4	213
Meryville C	0.0	5.5	0.2	0.3	89.4	615
McKenzie C	0.0	43.8	0.0	0.0	56.2	500
Meharry Med C	0.0	74.7	0.0	0.0	21.8	170
Memphis Acad of the Arts	0.0	11.9	0.5	0.0	83.9	193
Mid-So Bible C	0.0	7.5	0.0	0.0	91.3	80
Milligan C	0.0	1.6	0.0	0.0	97.7	704
Morristown C	0.0	100.0	0.0	0.0	0.0	149
Nashville St Tech Inst	0.2	18.9	0.3	0.5	80.5	3,754
Scarritt C	3.0	6.1	0.0	0.0	91.8	33
So C of Optmry	0.0	6.3	0.0	0.0	93.8	16
So Missionary C	0.1	2.9	0.7	5.0	87.4	1,745
Southwestern at Memphis	0.0	1.9	0.3	0.7	96.9	1,006
St Tech Inst, Knoxville	0.3	9.4	0.6	0.2	85.5	1,599
Memphis	0.1	29.9	0.2	0.9	68.3	5,561
St U & CC System A Peay St U	0.2	19.0	1.0	1.6	78.1	3,850
E Tenn St U	0.3	3.1	0.3	0.2	95.7	8,273
Memphis St U	0.1	20.4	0.4	0.0	77.6	14,915
Mid Tenn St U	0.1	9.0	0.2	0.2	89.1	9,650
Tenn St U	0.1	91.7	0.7	0.0	3.1	4,071
Tenn Tech U	0.2	2.4	0.2	0.2	92.3	6,251
Chattanooga St Tech CC	0.3	16.3	0.5	0.3	81.4	4,210
Cleveland St CC	0.3	4.3	0.6	0.7	93.1	2,905
Columb St CC	0.0	8.5	0.1	0.2	91.2	1,946
Dyersbrg St CC	0.0	11.5	0.0	0.0	87.6	1,008
Jackson St CC	0.0	14.3	0.0	0.0	85.7	2,630
Motlow St CC	0.0	6.5	0.0	0.0	93.5	1,131
Roane St CC	0.1	3.2	0.2	0.3	96.1	2,985
Shelby St CC	0.1	70.0	0.2	0.2	29.5	3,926
Volunteer St CC	0.4	5.0	0.1	0.4	94.1	2,682
Walters St CC	0.0	2.8	0.2	0.1	96.8	3,410
Stead C	0.0	3.3	0.0	0.0	96.0	733
Tenn Temple C	0.2	0.3	0.4	0.4	97.7	2,364
Tennessee Wesleyan C	0.5	9.9	0.2	0.0	89.8	423
Tomlinson C	0.4	9.2	0.0	1.5	79.5	273
Trevecca Nazarene C	0.1	27.4	0.0	0.1	71.6	1,344
Tusculum C	0.0	7.4	0.0	0.2	90.5	433
Union U	0.0	6.2	0.0	0.0	92.7	1,141
U of the South	0.0	0.4	0.0	0.0	99.6	991
U of Tennessee Ctr Health Sci	0.0	4.4	1.2	0.1	94.2	675
Chattanooga	0.2	11.4	0.8	0.6	86.5	5,264
Knoxville	0.2	5.5	0.4	0.3	91.1	22,295
Martin	0.1	18.0	0.5	0.2	80.3	4,339
Nashville	0.1	16.8	0.2	0.5	81.5	3,450
Vanderbilt U	0.0	1.9	0.4	0.1	96.8	4,933
TEXAS						
Abilene Christ U	0.2	3.4	0.2	1.3	94.1	4,181
Alvin CC	0.7	9.6	0.3	8.7	79.1	2,295
Amarillo C	0.7	4.0	0.7	5.8	88.0	4,222
Am Tech U	0.3	11.7	1.3	6.0	79.8	386
Angelina C	0.0	17.3	0.0	1.3	81.4	2,133
Angelo St U	0.1	4.5	0.2	10.8	84.1	5,046
Austin C	0.3	5.2	0.7	5.0	87.3	1,066
Austin CC	0.5	13.7	0.4	13.4	89.2	9,124
Baylor C of Dentistry	0.0	0.0	1.4	0.0	98.6	73
Baylor U	0.4	1.6	0.4	1.5	95.8	8,175
Bee Co C	0.0	1.7	0.8	39.7	52.0	1,938
Bishop C	0.0	96.6	0.0	0.2	3.2	1,181
Blinn C	0.0	7.9	2.4	2.0	89.4	2,240
Brazosport C	1.0	9.8	0.6	8.7	79.7	3,361
Central Texas C	0.8	16.5	2.5	8.3	71.2	4,653
Cisco JC	0.1	7.3	0.0	4.8	87.2	1,800
Clarendon C	0.2	7.1	0.2	2.6	89.9	536
C of Mainland	0.6	17.8	0.3	7.4	72.4	2,155
Concordia Luth C	1.2	3.7	0.0	7.5	81.3	241
Cooke Co C	0.5	3.2	0.0	0.8	81.3	1,303
Dallas Baptist C	0.2	12.7	0.1	5.2	79.2	945
Dallas Bible C	1.7	5.8	0.0	2.1	88.4	241
Dallas Christn C	0.0	0.0	0.0	2.3	95.4	131
Dallas Co CC Cedar Vly C	0.4	45.8	0.1	2.5	50.9	1,491
Eastfield C	0.5	7.2	0.7	4.7	86.8	7,129
El Centro C	0.4	43.9	1.3	8.4	45.0	5,409
Mtn View C	0.6	25.1	0.6	8.4	65.1	4,723
Northlake C	0.5	2.3	0.5	3.3	92.1	3,575
Richland C	0.3	2.6	0.9	1.7	93.7	10,316
Del Mar C	0.4	3.7	0.4	44.7	50.8	7,109
DeVry Inst Tech	0.7	24.2	2.0	9.6	60.8	751
E Texas Bapt C	0.2	4.5	0.1	1.3	91.8	815
E Texas St U	0.4	16.4	0.3	1.8	77.6	5,633
El Paso CC	0.9	5.5	0.9	61.6	29.2	9,595
Frank Phillips C	0.3	2.1	0.1	1.4	96.1	716
Galveston C	0.1	17.6	1.2	10.6	58.9	1,582
Grayson Co JC	0.2	5.4	0.1	1.2	93.1	3,295
Gulf Cst Bib C	0.3	2.8	0.3	1.5	93.2	325
Hardin-Baylor C	0.2	8.0	0.0	5.4	78.6	824
Hardin-Simmons U	0.1	2.6	0.4	4.6	92.3	1,541
Henderson Co JC	0.1	19.9	0.0	4.3	73.1	2,349
Hill JC	0.1	7.7	0.1	3.8	87.9	768
Houston Baptist U	0.3	4.4	1.5	4.6	81.2	1,571
Houston CC	0.2	26.5	5.2	8.8	59.2	12,997
Howard C at Big Spring	1.1	4.4	0.5	12.7	79.8	962
H Payne U	0.1	5.2	0.0	7.2	86.9	1,187
Huston-Tillotson C	0.0	68.5	0.3	3.5	1.0	600
Incarnate Wd C	0.1	10.3	0.0	36.7	47.4	1,145
Jacksonville C	0.0	6.2	0.0	0.0	70.5	306
Jarvis Christian C	0.0	97.5	0.6	0.6	0.2	478
Kilgore C	0.0	11.5	0.1	1.7	86.0	3,360
Lamar U	0.7	17.3	0.2	4.1	73.1	10,057
Laredo JC	0.0	0.3	0.2	87.3	10.1	2,675
Lee C	0.4	19.1	0.5	8.3	70.3	4,587
LeTourneau C	0.1	0.9	0.6	0.2	93.6	906
Lon Morris C	0.6	14.3	0.3	1.2	71.3	321
Lubbock Christ C	0.1	4.1	0.4	3.5	90.1	1,109
McLennan CC	0.2	11.8	0.3	5.4	81.6	3,090
McMurry C	0.5	9.1	0.5	5.4	83.0	1,347
Midland C	0.4	7.7	0.2	5.7	84.5	1,834
Midwestern St U	0.2	4.4	0.5	2.5	91.5	4,056
Navarro C	0.3	13.9	0.2	1.3	77.7	1,520
No Harris Co C	1.6	4.2	0.6	5.5	87.4	4,531
No Texas St U	0.3	10.0	0.3	2.6	81.9	12,230
Odessa C	0.3	4.0	0.3	12.2	82.1	3,807
Our Lady of the Lake U	1.4	9.1	0.4	38.7	28.8	1,102

	American Indian	Black	Asian	Hispanic	White	Total enrollment
TEXAS—Continued						
Pan American U	0.2	0.4	0.8	78.0	18.3	7,838
Panola JC	0.0	17.7	0.0	0.0	78.4	949
Paris JC	0.9	10.7	0.4	0.4	84.8	1,643
Paul Quinn C	0.2	94.1	0.5	0.7	0.2	421
Ranger JC	0.4	15.9	0.0	7.5	72.0	722
Rice U	0.2	3.5	1.2	3.9	90.2	2,566
St Edward's U	0.1	8.3	0.3	28.2	53.4	1,585
St Mary's U, San Antonio	0.3	5.2	1.1	43.9	49.2	1,945
S Houston St U	0.2	7.0	0.8	2.9	88.2	9,322
St Phillip's C	0.8	24.8	0.4	37.9	35.0	5,400
San Antonio C	0.8	5.9	1.0	40.4	48.5	16,809
San Jacinto C Central	0.5	2.9	0.8	6.7	81.1	8,219
North	0.1	6.8	1.0	6.8	84.9	2,406
Schreiner C	0.5	4.0	0.5	8.6	75.5	428
Southern Bible C	0.0	10.0	0.0	5.5	83.6	110
So Methodist U	0.1	3.2	0.4	2.8	91.6	5,421
South Plains C	0.5	5.8	0.6	18.6	73.2	2,531
SW Adventist C	0.9	6.9	0.7	11.0	76.4	683
SW Assembly of God C	0.7	0.8	0.2	3.7	93.9	909
SW Christian C	0.0	59.6	0.0	0.0	0.0	470
Southwestern U	0.1	2.3	0.5	2.5	93.7	953
SW Texas JC	0.1	2.1	0.3	51.1	44.7	2,005
SW Texas St U	0.3	3.1	0.2	8.5	87.3	13,509
S F Austin St U	0.2	3.3	0.3	1.6	94.0	8,788
Sul Ross St U	0.1	1.6	0.0	35.1	61.6	1,666
Tarrant Co JC	0.4	10.4	1.0	4.5	83.8	16,370
Temple JC	0.3	10.7	0.3	4.9	82.7	2,260
Texarkana CC	0.2	17.5	0.2	2.0	79.5	3,041
Prairie View A&M U	0.3	95.8	3.6	0.3	0.0	3,633
Tarleton St U	0.4	1.4	0.3	1.1	96.5	2,630
Texas A&M U Main Campus	0.5	0.7	0.4	2.3	94.3	24,995
Moody C	1.3	0.2	0.0	2.8	95.1	616
Texas Christian U	0.3	5.0	0.4	2.2	92.1	4,455
Texas C	0.0	100.0	0.0	0.0	0.0	462
Texas Eastern U	0.0	8.4	0.3	0.5	89.6	1,242
Texas Lutheran C	0.1	7.7	0.1	7.2	83.5	959
Texas Southern U	0.0	76.4	0.6	1.3	0.9	7,489
Tex Southmost C	0.1	0.2	0.1	71.8	16.7	3,587
Texas St Tech Mid-Continent	1.0	2.1	2.1	7.6	85.8	606
Rio Grande	0.0	0.3	0.0	85.4	12.8	1,159
Waco	0.1	8.4	0.5	7.6	79.6	3,458
Texas Tech U	0.2	1.6	0.4	2.7	93.8	19,321
Tex Wesleyan C	0.3	13.7	0.8	4.5	78.6	1,462
Tex Women's U	0.4	17.9	2.1	8.7	69.7	4,749
Trinity U	0.2	2.2	0.6	10.1	84.5	2,715
Tyler JC	0.2	18.1	0.1	1.1	81.6	5,537
U of Dallas	0.1	2.8	0.4	5.8	85.7	929
U of Houston Central Campus	0.4	10.3	1.3	7.0	76.4	22,734
Clear Lake City	0.6	5.2	2.0	3.9	86.8	1,952
Downtown C	0.4	26.4	1.1	15.4	44.7	4,565
Victoria	1.0	2.6	0.0	12.9	82.9	310
U of St Thomas	0.5	8.0	1.7	13.5	66.2	1,477
U System So Texas Corpus Christ St U	0.6	1.9	0.2	35.9	61.2	1,394
Laredo St U	0.6	0.2	0.0	85.2	12.9	488
Texas A&I U	0.3	4.8	1.4	50.7	38.1	5,157
U of Texas Austin	0.1	2.6	0.9	7.7	86.0	33,669
Arlington	0.5	7.0	1.0	3.2	82.3	15,217
Dallas	0.3	3.3	0.5	2.8	88.8	2,879
El Paso	0.4	2.3	0.8	39.1	50.8	13,873
Health Sci Ctr, Dallas	0.4	4.0	0.8	4.8	89.5	248
Health Sci Ctr, Houston	0.2	7.1	0.5	4.4	87.0	546
Health Sci Ctr, San Antonio	0.0	1.4	1.1	15.8	81.4	355
Med Branch, Galveston	0.8	5.3	2.1	7.4	84.0	525
Permian Basin	0.0	3.9	0.7	9.0	87.7	867
San Antonio	0.2	1.8	1.2	24.1	72.3	7,020
Vernon Regional JC	0.5	10.3	1.1	4.8	83.3	1,128
Victoria C	0.4	4.5	0.1	16.0	78.8	1,896
Wayland Bapt C	0.9	4.3	0.8	7.0	86.7	1,247
Weatherford C	0.3	2.9	0.5	1.4	84.6	1,342
Western Texas C	0.0	4.5	0.1	8.2	87.0	1,079
West Texas St U	0.3	3.8	0.3	5.0	89.7	5,374
Wharton Co JC	0.6	13.1	0.3	10.9	70.4	1,824
Wiley C	0.0	94.7	0.0	0.0	0.0	604
UTAH						
Brigham Young U Main Campus	1.4	0.0	0.5	0.2	94.2	25,401
Hawaii	0.1	0.2	26.4	0.5	22.6	1,775
C Eastern Utah	0.8	0.4	0.6	7.4	89.3	958
Dixie C	0.7	0.8	0.1	1.0	93.3	1,474
Snow C	1.1	0.2	0.8	0.6	97.3	985
Stnrn Utah St C	2.8	0.9	0.3	1.3	93.0	1,798
Stvns Henager C	2.3	1.0	0.0	5.2	90.7	482
U of Utah	0.7	0.5	1.6	1.5	93.2	16,845
Utah St U	0.5	1.0	0.8	0.8	90.1	7,729
Utah Tech C Provo	1.9	0.0	1.6	0.9	93.8	3,990
Salt Lake City	1.5	0.5	1.2	2.9	93.7	6,457
Weber St C	0.7	1.9	1.9	2.9	89.8	8,838
Westminster C	0.8	2.3	2.6	3.0	90.0	1,215
VERMONT						
Bennington C	0.0	2.2	2.5	1.4	88.5	651
Castleton St C	0.7	0.3	0.3	0.3	98.2	1,468
Champlain C	0.0	0.7	0.2	0.2	98.3	1,247
C of St Joseph the Provider	0.0	2.1	0.0	0.0	97.9	187
CC of Vermont	0.0	0.0	0.0	0.0	100.0	1,664
Goddard C	0.0	8.2	0.1	3.5	86.9	1,012
Green Mtn C	0.0	1.2	0.0	0.0	98.6	423
Johnson St C	0.7	0.8	0.1	0.2	98.0	946
Lyndon St C	0.1	0.6	0.1	0.2	98.5	1,015
Marlboro C	0.0	0.9	0.0	0.5	96.8	219
Middlebury C	0.0	3.2	0.2	0.4	94.6	1,912
Norwich U Main Campus	0.5	1.5	0.3	1.0	86.3	1,465
Vermont C	1.7	1.2	0.5	0.5	95.6	406
St Michael's C	0.0	0.1	0.0	0.6	98.9	1,572
Sch for Intl Training	0.0	5.8	0.0	2.2	91.3	138
So Vermont C	0.0	2.7	0.0	1.2	91.4	338
Trinity C	0.7	0.0	0.0	1.1	98.2	277
U of Vermont & St Ag C	0.1	0.5	0.2	0.3	98.5	7,671
Vt Inst of Cmty Involvement	0.0	2.5	0.0	0.0	96.1	81
Vermont Tech C	0.0	0.0	0.2	0.0	99.8	582
VIRGINIA						
Averett C	0.0	16.3	0.0	0.3	83.9	947
Bluefield C	0.0	3.7	0.0	0.0	96.9

FACT-FILE—Continued

	American Indian	Black	Asian	Hispanic	White	Total enrollment
WEST VIRGINIA—Continued						
Southern W Va CC Logan	1.0	2.2	0.3	0.1	98.4	1,257
Williamson	0.3	4.9	0.8	0.2	93.8	648
W Liberty St C	0.0	1.7	0.2	0.2	95.7	2,520
W Va Inst Tech	0.2	6.5	0.6	0.1	87.1	3,188
W Va No CC	0.6	4.0	0.1	1.2	94.1	1,755
W Va St C	0.0	22.3	1.7	0.0	76.0	3,127
W Va U	0.0	1.2	0.1	0.1	98.4	14,356
W Va Wesleyan C	0.2	3.1	0.3	0.1	95.5	1,782
Wheeling C	0.0	3.0	0.6	0.4	95.2	777
WISCONSIN						
Alverno C	0.3	3.4	0.6	0.5	91.8	1,092
Beloit C	0.1	3.4	1.7	1.2	92.8	980
Blackhawk Tech Inst	0.2	2.8	0.4	0.8	96.0	1,786
Card Stritch C	0.7	4.6	0.3	0.0	93.7	602
Carroll C	0.0	4.3	0.5	4.2	90.7	1,201
Carthage C	0.0	3.9	0.3	0.3	95.2	1,197
Concordia C	0.6	12.1	0.0	0.0	86.4	323
Dist One Tech Inst	0.3	0.0	0.2	0.1	99.0	2,562
Edgewood C	0.3	4.3	0.5	0.0	90.3	383
Fox Valley Tech Inst	2.1	0.2	0.8	1.3	95.5	4,309
Gateway Tech Inst Kenosha	0.2	2.7	0.5	1.1	95.5	1,954
Racine	0.1	8.1	0.8	1.8	89.0	1,023
Holy Redeemer C	2.6	2.6	0.0	7.7	87.2	39
Lakeland C	1.6	8.7	0.8	0.4	87.1	627
Lakeshore Tech Inst	0.0	0.1	0.4	0.1	99.4	2,832
Lawrence U	0.3	1.1	0.4	0.3	98.0	1,147
Madison Area Tech C	0.2	1.8	0.9	0.7	95.7	7,828
Madison Bus C	0.0	5.1	0.0	0.3	89.6	332
Marian C of Fond Du Lac	0.9	0.0	0.9	0.2	98.0	459
Marquette U	0.3	5.4	1.0	1.7	90.8	8,086

	American Indian	Black	Asian	Hispanic	White	Total enrollment
WISCONSIN—Continued						
Mid-State Tech Inst	0.8	0.0	1.4	1.2	96.4	1,234
Milton C	0.0	4.5	1.7	0.4	93.4	755
Milwaukee Area Tech C	0.8	18.1	0.8	1.8	80.5	13,913
Milwaukee Sch of the Arts	1.2	1.2	0.0	2.4	94.7	169
Milwaukee Sch of Engr	0.0	4.5	0.3	0.3	91.8	2,097
Milwaukee Stratton C	0.8	36.9	0.0	2.1	60.3	466
Moraine Park Tech Inst	0.8	1.1	0.3	0.3	97.5	3,985
Mt Mary C	0.5	4.3	0.0	0.4	92.7	1,087
Mt Senario C	17.4	5.4	0.0	1.8	71.0	334
Nicolet C-Tech Inst	7.6	0.0	0.0	0.0	92.2	805
No Central Tech Inst	1.0	0.0	0.2	0.1	98.7	2,132
NE Wisconsin Tech Inst	2.1	0.4	0.2	0.4	96.8	2,917
Northland C	5.2	2.3	1.3	0.8	88.9	613
Northwestern C	0.0	0.8	0.0	0.0	98.7	238
Ripon C	0.1	2.1	0.5	0.8	95.5	926
St Francis de Sales C	0.0	0.0	0.0	1.3	98.7	78
St Norbert C	0.2	0.3	0.1	0.1	98.8	1,516
Silver Lake C	0.0	0.4	0.4	0.4	97.9	242
SW Wisconsin Voc-Tech Inst	0.6	0.0	0.4	0.1	98.0	924
U of Wisconcin Center System	0.3	1.0	0.3	0.5	97.6	6,565
Eau Claire	0.4	0.8	0.2	0.1	97.8	9,450
Green Bay	2.0	0.9	0.5	0.3	94.2	2,865
La Crosse	0.2	0.8	0.3	0.3	98.1	7,807
Madison	0.2	2.3	0.9	0.8	94.2	25,911
Milwaukee	0.5	7.1	0.9	1.9	88.2	18,325
Oshkosh	0.4	2.4	0.2	0.3	98.1	7,495
Parkside	0.2	4.4	0.5	1.0	92.5	4,106
Platteville	0.1	1.7	0.1	0.2	98.9	4,197
River Falls	0.3	1.4	0.2	0.1	98.5	4,413
Stevens Point	0.8	0.3	0.3	0.1	97.3	7,918

	American Indian	Black	Asian	Hispanic	White	Total enrollment
WISCONSIN—Continued						
U of Wisconsin Superior	1.8	2.5	0.2	0.3	91.2	1,741
Whitewater	0.2	2.8	0.2	1.0	94.5	7,167
Viterbo C	0.1	1.8	0.6	0.4	94.8	944
Waukesha Co Tech Inst	0.0	0.0	0.1	0.1	99.8	4,156
W Wisconsin Tech Inst	0.2	0.1	0.1	0.1	99.6	3,914
Wisconsin Consv of Music	0.0	24.5	0.0	3.1	71.4	98
WYOMING						
Casper C	0.4	0.8	0.1	1.7	95.9	1,428
Cntl Wyoming C	14.7	1.0	1.7	2.2	79.3	416
E Wyoming C	0.7	1.3	0.3	3.7	94.2	379
Laramie Co CC	1.8	3.1	0.8	3.7	91.8	2,279
Northwest CC	0.1	0.4	0.0	1.7	98.8	1,170
Sheridan C	1.2	0.7	0.4	0.3	96.1	955
U of Wyoming	0.5	1.3	0.6	1.5	92.8	7,160
W Wyoming CC	0.7	2.4	1.2	4.1	88.7	923
AMERICAN SAMOA						
Am Samoa CC	0.0	0.1	94.0	0.0	5.9	831
CANAL ZONE						
Canal Zone C	0.0	10.5	0.0	31.4	58.1	420
GUAM						
U of Guam	0.4	0.9	72.3	2.0	17.2	2,961
PUERTO RICO						
American C PR	0.0	0.0	0.0	100.0	0.0	1,141
Antillian C	0.0	0.0	0.0	99.9	0.1	887
Bayamon Cntl U	0.0	0.0	0.0	100.0	0.0	2,865
Caguas City C	0.0	0.0	0.0	100.0	0.0	651
Caribbean U C	0.0	0.0	0.0	100.0	0.0	1,204
Catholic U of PR	0.0	0.0	0.0	100.0	0.0	10,675
Consv of Music of Puerto Rico	0.0	3.8	0.0	95.0	0.0	282

	American Indian	Black	Asian	Hispanic	White	Total enrollment
PUERTO RICO—Continued						
Electronic Data Process C PR	0.0	0.0	0.0	100.0	0.0	1,228
Colegio U Del Turabo	0.0	0.0	0.0	100.0	0.0	5,135
Puerto Rico JC	0.0	0.0	0.0	100.0	0.0	6,710
Inst Comercial de PR JC	0.0	0.0	0.0	100.0	0.0	1,800
Inst Technico Comercial JC	0.0	0.0	0.0	98.4	0.0	1,277
Inter-American U Aguadilla	0.0	0.0	0.0	99.0	1.0	2,207
Arecibo	0.0	0.0	0.0	98.0	1.0	2,370
Barranquitas	0.0	0.0	0.0	99.1	0.9	1,012
Bayamon	0.0	0.0	0.0	99.0	1.0	3,008
Fajardo	0.0	0.0	0.0	99.0	1.0	1,572
Guayama	0.0	0.0	0.0	99.0	1.0	974
Hato Rey	0.0	0.0	0.0	99.0	1.0	7,744
Ponce	0.0	0.0	0.0	98.0	1.0	1,790
San German	0.0	0.0	0.0	98.0	2.0	6,183
Ramirez C Bus & Tech	0.0	0.0	0.0	100.0	0.0	809
SJ Tech CC	0.0	0.0	0.0	100.0	0.0	903
U Politecnic PR	0.0	0.0	0.0	98.6	1.4	145
U de Ponce	0.0	0.0	0.0	100.0	0.0	347
U of Puerto Rico Cayey U C	0.0	0.0	0.0	100.0	0.0	2,512
Humacao U C	0.0	0.0	0.0	100.0	0.0	3,282
Mayaguez	0.0	0.0	0.0	100.0	0.0	8,435
Medical Sci	0.0	0.0	0.0	100.0	0.0	1,108
Regional C	0.0	0.0	0.0	100.0	0.0	7,016
Rio Piedras	0.0	0.0	0.0	100.0	0.0	19,613
U Sacred Heart	0.0	0.0	0.0	100.0	0.0	6,829
World U	0.0	0.0	0.0	98.0	0.0	4,113
TRUST TERRITORY						
CC of Micronesia	0.0	0.0	100.0	0.0	0.0	251
VIRGIN ISLANDS						
C Virgin Islands	0.0	80.4	0.2	5.2	9.9	515

College and University Budgets Are Tight in California, but Effects of Proposition 13 Are Less than Feared

By Jack McCurdy

SACRAMENTO, CAL.

Educators in California have been warning for three years that it was just a matter of time until Proposition 13, the tax-cutting measure approved by voters in 1978, would take a devastating toll in higher education.

The year of reckoning, according to those warnings, was to be 1981, because the state budget surpluses that had cushioned the impact of Proposition 13 would have been exhausted by then.

It now appears certain, however, that the state's public colleges and universities will escape relatively unscathed in 1981-82, although their budgets will be leaner than they would like them to be.

Thus far, state support for higher education, while it has sometimes not kept pace with inflation, has continued to rise in the wake of Proposition 13. More significant, officials now believe that higher education will not be seriously affected by the long-term impact of the initiative.

"It's not going to have dire consequences," said Patrick Callan, director of the California Postsecondary Education Commission.

William Hamm, the state legislative analyst, added that "if belt-tightening is accomplished this year, the state should be able to live comfortably within anticipated revenues during the 1980's—without retrenchment and without the need for additional surpluses."

Maintaining 'Reasonable Growth'

Mr. Callan added that the state should be able to maintain "a reasonable pattern of growth" in its support for higher education. Such a pattern, he said, would include enough support to keep pace with inflation and to meet costs of any enrollment increases.

Considering the fiscal uncertainties of the past few years and the bleak forecast of Proposition 13's ultimate effects on all state services, "that is good news," he said.

However, Mr. Callan ruled out any possibility that higher education in the state would return to what he called the "lavish standard of living" enjoyed for much of the past several decades. Mr. Hamm agreed, noting that for numerous reasons state revenues in the 1980's would not be as abundant as in the past.

On the other hand, Mr. Hamm said, over the decade those revenues may be sufficient to provide colleges and universities with more than just cost-of-living and enrollment increases. "There may be some money for improvements and expansion as well," he said.

In the meantime, despite the general view that institutions have not suffered unduly because of Proposition 13, there is no doubt that 1981-82 will be an austere year for the state's institutions. Gov. Edmund G. Brown, Jr., has proposed a budget increase of 1.7 per cent, the smallest in decades.

Pay Raises Under 5 Pct.

Under Mr. Brown's budget, colleges and universities would receive small increases in their operating budgets. Faculty members, along with other state employees, would receive salary increases of less than 5 per cent. The legislature may increase Mr. Brown's salary proposal slightly.

"It's going to be tough," said Assemblyman John Vasconcellos, one of the legislature's experts on higher education. "With the inflation rate around 11 per cent, every state employee will get a 5-per-cent increase and will have to 'eat' the other 6 per cent."

Faculty groups have already begun campaigns for larger raises, and college and university administrators are lobbying for increases in some areas in which they say that needed improvements have not been supported.

But, compared with the damaging cuts that many had expected in the aftermath of Proposition 13, higher education has, Mr. Callan said, fared "remarkably well."

"Higher education in California certainly could use more money and spend it well," he said. "But we have done pretty well."

He said increases for the state's two four-year systems—the University of California and the California State University and Colleges—the percentage increase in state support was greater than the overall increase in the state budget. He added that in the period of fiscal constraint following the passage of Proposition 13, it would have been tempting for politicians to cut into the nearly $9-billion that goes to the two systems.

"We were not singled out for cuts as colleges and universities have been in other states," Mr. Callan said.

The damage from Proposition 13 was also expected to intensify pressures in the legislature to require public institutions in the state to charge tuition. While observers in Sacramento still expect the issue to be discussed in the legislature, they do not expect any definitive action.

"We're not on the verge of tuition," Mr. Callan said, "but I expect tuition to be an issue in the next few years. There was a time when no one would dare use the word."

Over all, Governor Brown's budget includes a 3.9-per-cent increase in the operating budget for the University of California and 1-per-cent increases for the state-college and community-college systems.

In the previous two years, all three higher-education systems received increases in support that approximated the rise in California's cost-of-living index.

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POLICY: CHALLENGES OF CHANGING CONSTITUENCIES

FEDERAL POLICY AND LIFELONG EDUCATION
Mary Jo Bane, *Associate Professor*
Kennedy School of Government

ADULTS AS LEARNERS
K. Patricia Cross, *Visiting Professor*
Harvard Graduate School of Education

POLICIES AND PATTERNS FOR FINANCING LIFELONG EDUCATION
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p. 1, 3-4, 7-8.

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E CHRONICLE
of Higher Education

ISSN 0009-5982

February 9, 1981 • $1.25
Volume XXI, Number 22

News Summary

Articles on inside pages

Computer science is booming despite the leveling-off of college enrollments. Story on Page 3.

Fewer than one-fifth of the nation's college freshmen consider themselves to be politically liberal. Story on Page 5; Fact-File on Pages 7 and 8.

A new IRS proposal could have a "chilling effect" on the educational activities financed by foundation grants, some national organizations fear. Story on Page 11.

Some "midnight regulations" issued by the Carter Administration have been put on hold by President Reagan, including several sets affecting colleges and universities. Story on Page 11.

Dropping interest subsidies on Guaranteed Student Loans could save the U.S. government more than $5-billion by 1986, says a Congressional study. Story on Page 13.

Sixteen sex-bias claims have been filed against the University of Minnesota under the terms of a consent decree. Story on Page 10.

Scholars and publishers want to find a "general public" interested in uniform editions of American literary classics. Story on Page 17.

The dramatic expansion of China's higher-education system that began in 1978 is slowing down. Story on Page 15.

Oil wells are gushing in Alberta, but only a trickle of the profits is making its way to the province's universities, say frustrated academic leaders. Story on Page 15.

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TIAA's 'Unisex' Pension Calculations Stalled Nationwide by New York Ban

By Cheryl M. Fields

The New York State Insurance Department has refused to allow the Teachers Insurance Annuity Association and College Retirement Equities Fund to begin using a "unisex" mortality table to determine future pension benefits for men and women.

Because the pension company is based in New York, the ruling prevents it from instituting the unisex tables at any of the 3,400 colleges, universities, and other institutions where it offers retirement plans. The action also puts the state insurance agency in conflict with two federal court rulings and guidelines issued by the U.S. Equal Employment Opportunity Commission.

The insurance department said the company's proposed shift from separate mortality tables for males and females to a single unisex table was intended "to eliminate sex discrimination but may have the effect of reducing the total annuity income benefit to males that would otherwise have been payable."

Lawsuit Not Yet Filed

The pension company said last week that it would try to win approval of a different type of plan based on a unisex mortality table.

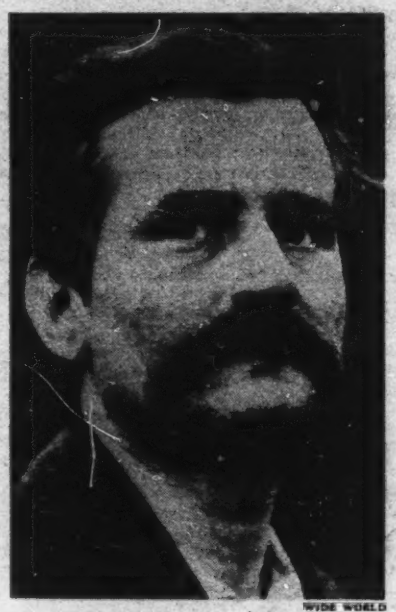
A spokesman for the Equal Employment Opportunity Commission, which has filed lawsuits against the pension company and individual colleges alleging sex bias in retirement benefits, said the panel would study the ruling. She refused to say whether the commission would go ahead with plans announced earlier to file a lawsuit against the company and all institutions that offer its plans.

The insurance company sought permission from the New York Insurance Department to begin using the unisex mortality table after two federal courts ruled that it was illegal for Long Island and Wayne State Universities to continue contributing to pension plans that produced lower monthly retirement benefits for women than for men.

Under the retirement plans offered by T.I.A.A.-C.R.E.F., men and women who pay the same premiums receive different monthly pension benefits when they retire. Women receive less per month than men

Continued on Page 14, Column 1

10,000 Students Join Protests in Poland; Workers' Union Won't Support Demands



WIDE WORLD

Solidarity's Lech Walesa

By Sue Masterman

VIENNA

More than 10,000 students demanding autonomy for their institutions of higher education have joined sit-ins at Poland's University of Lodz, but thus far their calls for nationwide student protests have gone unheeded.

The protesters have also failed to gain much support from Solidarity, the independent trade union, which has dealt the Polish government blow upon blow in recent weeks.

Instead, in events that have overshadowed the demonstrations in Lodz, Solidarity has taken up the cause of the Polish farmers and has indicated that it is willing to launch a general strike if they are not allowed to organize an independent union of their own.

Lech Walesa, the leader of Solidarity, has said plainly that he thinks there is no place for a "student Solidarity" within the framework of his trade union. Students, he added, are not workers.

"When they go out to work, they can join us," he said last week in an interview broadcast here on Austrian television.

There is a deep-rooted distrust between the students and the trade unionists. It first developed during the late 1960's, when student protests against Russian intervention in Czechoslovakia were not supported by the working class.

Workers' uprisings in 1970 and 1976, which were brutally suppressed by the government, were not actively supported by the students.

Now the workers fear that the students are trying to climb on the bandwagon and use their educational qualifications to gain power in administering the new union.

The demonstrations in Lodz, Poland's second largest city, have been supported by students from the university and two other local institutions of higher education. While the protests have not spread to universities in other cities, there have been discussions among student leaders of organizing nationwide demonstrations.

Such protests have not materialized, ap-

Continued on Page 16, Column 2

Charges to Students Pass $10,000 for First Time

By Jack Magarrell

Double-digit increases in tuition rates, which were common this academic year, are continuing as many institutions set their rates for 1981-82.

In addition, the coming academic year will bring another financial phenomenon—charges to undergraduates that run to five figures.

The first institutions to announce 1981-82 rates for tuition, board, and room that will total more than $10,000 are Bennington College, Harvard University, and Stanford University.

The five-figure charges won't be typical in the coming year, but the 12-to-15-per-cent increases approved by the trustees of Bennington, Harvard, and Stanford may well become a general pattern.

"We're trapped in the inflation spiral with fixed costs out of control," says President Kenneth G. Ryder of Northeastern University. The uncontrolled expenses, he says, include "explosive energy costs," wage increases needed to cover the rise in the cost of living, and higher social-security taxes.

Tuition for three academic quarters at Northeastern University in 1981-82 will increase by 20 per cent to $4,500 for freshmen in the college of business administration, college of engineering, and Lin-

Continued on Page 10, Column 3

As Students Flock to Computer-Science Courses, Colleges Scramble to Find Professors

Enrollments rise by 20 pct. a year at some institutions, while industry lures graduates with hefty salaries

By Jack Magarrell

With college enrollments leveling off, budgets getting tighter, and graduates searching for jobs, computer science seems to be having more success than it can handle:

▶ The demand for computer scientists is 40 per cent greater than the supply, according to one estimate.

▶ Enrollment in computer-science courses is rising rapidly—by 20 per cent or more per year at some institutions.

▶ Recruiters from industry are grabbing up graduates with salary offers that have risen by nearly 40 per cent in the past three years.

▶ A shortage of faculty members in the field has caused universities to scramble for temporary and part-time teachers.

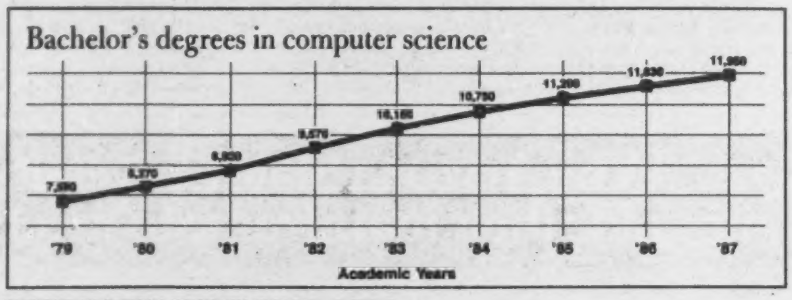
At the University of Oregon, enrollment in computer-science courses is up 34 per cent over a year ago.

"Students are flooding into computing," says Stephen T. Hedetniemi, head of Oregon's department of computer and information science.

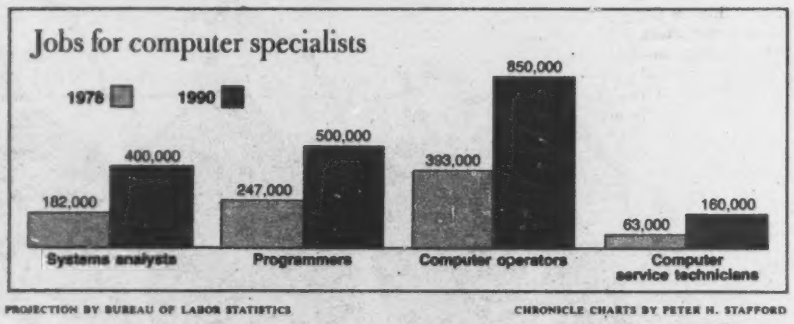
In computer-science departments across the country, he says, "as much as one-third of the staff are temporary or part-timers; it's the only way we can deal with it."

Mr. Hedetniemi says his department has seven regular, full-time faculty members and five staff members hired on a part-time or temporary basis.

To get teachers, he has been looking for nonacademic people—consultants or employees in private industry—who have Ph.D.'s in computer science and might be willing to teach a class.



PROJECTION BY NATIONAL CENTER FOR EDUCATION STATISTICS



PROJECTION BY BUREAU OF LABOR STATISTICS

CHRONICLE CHARTS BY PETER H. STAFFORD

Bigger Salary, No Teaching

One computer scientist on the Oregon faculty, P. S. P. Wang, left last month to take a research job with General Telephone and Electronics Corporation at nearly twice the salary he received as an assistant professor.

Besides leaving Oregon with a faculty vacancy that is difficult to fill, Mr. Wang is asking approval of the National Science Foundation to take with him the $22,000 balance of a $30,000 research grant he received while at the university.

Mr. Wang, 34, says his job at the G.T.E. laboratory in Waltham, Mass., will allow him to "maximize my time and effort for research." During the fall quarter at Oregon, Mr. Wang taught two classes, each of which met for six hours a week for four hours' credit. One of the classes had 120 students.

"The student population has increased and the faculty has decreased," he says. "The burden was tremendous."

Mr. Wang says he also received job offers from International Business Machines Corporation, International Telephone and Telegraph Corporation, Texas A&M University, and the University of British Columbia.

"It's an impossibility to fill faculty positions," says A. Joseph Turner, head of the computer-science department at Clemson University.

He says he has to compete with other universities, as well as with industry—but the industrial competition is by far the toughest.

"There seems to be a slight increase in the number of Ph.D. graduates coming out this year," he says, "but more of them than before are leaning toward industry."

Mr. Turner says he talks to graduates in computer science who say they are interested in academic jobs, but they often change their minds and accept higher-paying jobs in industry. There's no use even trying to attract the graduates who list themselves as looking for jobs in industry, he says.

'The Funds Aren't There'

In seeking more money to expand their programs and compete with industrial salaries, Mr. Turner says, computer-science departments run into stringent budget limits—set by either the university or the state—that were based on an earlier expectation of little or no growth.

"We're in a period of rapid growth and the funds aren't there," Mr. Turner says.

Enrollment in computer-science courses at Clemson has been increasing by about 20 per cent a year, he says. Enrollment rose about 50 per cent this year because of a change in the business-school curriculum that caused both freshmen and sophomores to take a required computer course in the same year.

Some 200 Clemson students chose to major in computer science this year, the first in which the university offered bachelor's and master's degrees in the field, Mr. Turner says, and 100 freshmen have been accepted as computer-science majors for next fall.

"Before it's over we may be one of the two or three largest majors on campus," he says.

At the University of Illinois at Urbana, the number of company recruiters looking for graduates in computer science increased from 35 in 1971-72 to 60 in 1975-76 and 196 in 1979-80, according to David R. Opperman, placement director for the college of engineering.

The College Placement Council reports that the average monthly salary offered to new graduates with bachelor's degrees in computer science rose from $915 in 1974 to $1,123 in 1977 and $1,558 in 1980. That's an increase of 70 per cent in six years.

> "Students are flooding into computing. As much as one-third of the staff are temporary or part-timers; it's the only way we can deal with it."

In coming years, the lure of increasingly higher salaries may attract even more students to computer-science programs than forecasters have anticipated.

Projections by the federal government's National Center for Education Statistics show the number of students graduating each year with bachelor's degrees in computer and information science increasing from 7,580 in 1979 to 11,950 in 1987, with yearly increases averaging 5.9 per cent.

Employment to Double by 1990

Computer science will be the major field of study for a growing share of graduates during the 1980's, according to N.C.E.S. projections. In 1970, only two in every thousand bachelor's degrees were in computer science. That share rose to eight per thousand last year. By 1984, ten in every thousand bachelor's degrees granted in the U. S. are expected to be in computer science. By 1988, it will be eleven out of every thousand, according to the education-statistics center.

The Bureau of Labor Statistics, in employment projections scheduled for publication this spring, estimates that employment of computer specialists will more than double between 1978 and 1990.

In that period, says Patrick Wash of the bureau's occupational-outlook division, jobs for systems analysts are expected to increase by 120 per cent to 400,000; for programmers, by 102 per cent to 500,000; for computer operators, by 116 per cent to 850,000; and for computer service technicians, by 154 per cent to 160,000.

One consulting organization has estimated that the number of computer programmers hired by employers rose by 51 per cent in 1979. Comparing 1979 hiring with the previous year, the hiring of systems programmers—those with broader responsibilities than computer programmers—was up by 35 per cent and of systems analysts—who plan and direct the work of systems programmers and computer programmers—by 29 per cent.

Demand Up 25 Pct. This Year

The demand for professional workers in the computer field will increase by more than 25 per cent this year, according to a survey by another consulting organization.

John W. Hamblen, chairman of the computer-science department at the University of Missouri at Rolla, estimates that in 1978 American colleges and universities were turning out only about one-sixth the number of graduates needed at the bachelor's-degree level, less than one-tenth of the number needed at the master's-degree level, and less than one-third of those needed at the doctoral level.

California was the only state producing more Ph.D.'s in computer science than it needed, Mr. Hamblen says, adding that Illinois produced 85 per cent of the

Continued on Following Page

Heed Changes of Vatican II, Catholic Colleges Told

By Lawrence Biemiller
WASHINGTON

Roman Catholic colleges and universities must consider both the present position and the future role of the church if they are to understand and articulate their place in it, a leading Catholic theologian said last week.

According to the Rev. Richard P. McBrien, Catholic colleges should be prepared for several important developments as the changes wrought by the Second Vatican Council (1962-65) work their way into the daily life of the church.

Father McBrien, who addressed the annual meeting of the Association of Catholic Colleges and Universities here, is chairman of the department of theology at the University of Notre Dame and the author of the two-volume work *Catholicism*.

Father McBrien said that since Vatican II, as the council is known, the church's old emphasis on hierarchy had been replaced with "an insistence that the church is the whole people of God." That brings up the question, he said, of whether Catholic colleges are responsible to the local bishop, or to the Vatican, or to "the entire community."

While not suggesting "that the church of the 1980's and beyond will be a church without papal and episcopal supervision," Father McBrien said, "Catholic higher education will increasingly recognize that matters of orthodoxy and ecclesiastical discipline have to be resolved in the context of wider, more complex processes of reflection, argument, and consensus-building."

Vatican II redefined the mission of the church, which had stressed its role as "means of salvation," to suggest that its mission "is not necessarily to bring everyone in, but rather to establish itself as a visible sign of Christ's presence in the midst of the human community," Father McBrien said. The result of this new definition, he predicted, will be a linking of "the call for justice outside the church with the call to justice inside the church."

A Catholic college must project "an image of Christ . . . through modes of decision making, through the manner in which it deals with its own employees, through its investments, through its involvement (or noninvolvement) within the larger community," Father McBrien said.

Vatican II, he said, held that the church's mission included "service to human needs in the social, political, and economic orders."

Echoing this, Pope John Paul II said in Brazil last summer that the church must "serve the cause of justice" by using its influence "to summon consciences, guard people and their liberty, and demand the necessary remedies."

Catholic colleges and universities "will find themselves increasingly challenged" on such matters, Father McBrien said. He added: "If it is legitimate to ask about the doctrinal orientation of an institution's faculty, curriculum, and programs, then it is at least as important to evaluate the sociopolitical orientation of those same components."

Furthermore, Vatican II endorsed the principle that the church embraces other religious groups besides Roman Catholics. But, Father McBrien admitted, "I do not have an easy formula to show clearly how an institution can be at once Catholic and ecumenical."

"No Catholic college or university is ecumenical in any sense," he said, "if it excludes qualified non-Catholics from its faculty and staff" or if it addresses major religious issues without considering the contributions of "other Christian and religious traditions."

However, he said, "an institution is not recognizably Catholic if it builds its faculty and curriculum without any reference at all to the distinctive characteristics and achievements of the Catholic tradition."

Computers

Continued from Preceding Page

Ph.D.'s it needed, followed by Maryland with 73 per cent and Iowa with 61 per cent.

"No state is even close to producing its need" at the bachelor's- and master's-degree levels, he says.

Two-year colleges and vocational schools in some states were producing more computer specialists than were needed, but problems of oversupply at that level were avoided because of "the severe shortage at the four-year level," Mr. Hamblen says.

A Massachusetts-based computer company, Wang Laboratories, has attempted to ease the problem of finding specialists in software engineering by setting up a new graduate school just for that purpose.

The Wang Institute of Graduate Studies, located in Tyngsboro, Mass., was established as an independent, nonprofit graduate school with a $3-million gift from the family of An Wang, president of Wang Laboratories. The first classes in a program leading to a master's degree in software engineering began last month.

NSF Study

The National Science Foundation's latest national survey of science and engineering personnel found that between 1976 and 1978 employment of computer specialists rose by 30 per cent. The only other science category in which employment increased during that two-year period, according to the study, was environmental science, with a growth of 20 per cent.

The study also found that:

▶ Four out of five computer specialists found jobs closely related to their degrees, compared with about one out of seven for graduates in mathematics and the social sciences.

▶ Employment of computer specialists in colleges and universities increased by more than 25 per cent between 1976 and 1978. The number of bachelor's degrees granted in computer science also increased by more than 25 per cent in that period.

▶ The number of computer specialists employed in the U.S. grew by 3.7 per cent between 1974 and 1976; in the following two years it grew at nearly 10 times that rate.

▶ The 234,000 computer specialists employed in 1978 included 40,600 women. Only 600 computer specialists—100 of them women—were unemployed and looking for jobs in 1978, according to the N.S.F. report.

▶ Of the employed computer specialists in 1978, only 17,900 were in academic posts, compared with 173,000 in business and industry, 14,600 in the federal government, and 28,800 working for various other kinds of employers.

▶ The number of employed computer specialists with doctoral degrees more than doubled between 1973 and 1977—from 2,692 to 5,767.

Why Arizona State University decided not to upgrade their mainframe to meet computer demands.

Distributed Processing with Digital. The right system for the job. Every job.

As user demands grow, it can be tempting to get a headstart on future demand by upgrading an existing batch-oriented mainframe. But it's not always the smartest strategy.

For example Arizona State University had been using a mainframe exclusively—both for academic timesharing and for more complex research. So when timesharing demands skyrocketed, their inclination was to upgrade their mainframe.

Instead, they chose a different approach. Distributed processing. A strategy that allows them to solve individual needs and problems with individualized systems. Rather than one single upgrade, they added three dedicated, interactive PDP-11/70 computers. One each for their colleges of Engineering, Business and Liberal Arts. This distributed approach was a much more functional solution to their problems. Not only did it allow them to tailor each unit to its specific application, it gave them flexibility for the future. Now they can add and reassign computers effectively and cost efficiently.

Distributed Processing with Digital means not wasting your mainframe.

"We don't use the PDP-11/70 systems for all our academic applications," explains Darel Eschbach, Director, Computer Center. "But we use them for the very large number of smaller timesharing jobs needed by the various departments on campus. Most undergraduate timesharing is now on Digital's systems. The mainframe computer we now reserve for higher level computing for batch-oriented applications. Thus we've been able to realize an increased effectiveness in the use of all our computer facilities."

James Hershauer, Professor of Quantitive Systems in the Business College likes the interactive capabilities his PDP-11/70 provides. "I estimate that nearly one-third of the students in programming courses have never done anything on a computer. That's why the PDP-11/70 is so valuable. Here are students sitting down to program for the first time in their lives. Perhaps they'll make 10 passes before they have a successful program. It helps them to have the immediate response of the timesharing system."

Distributed Processing with Digital means more availability.

Max Ivey, Director of Academic Computing Services, sees the PDP-11/70 systems solving future demands too. "We do see some probable areas of growing use as in research and statistical applications. Availability is what makes these systems so appropriate for academic use. They're perfectly suited to do the type of work that students do," he concluded.

So when Arizona State opted for distributed

FACT–FILE

Freshman Characteristics and Attitudes

A national profile based on responses of 187,000 students who entered college in the fall of 1980

Characteristics

Age by December 31,1980:	
16 or younger	0.1%
17	2.6%
18	72.6%
19	16.9%
20	2.2%
21	0.9%
22	0.6%
23-25	1.0%
26-29	0.6%
30 or older	0.7%
Racial background:	
White/Caucasian	86.0%
Black/Negro/ Afro-American	9.2%
American Indian	0.8%
Oriental	1.4%
Mexican-American/ Chicano	2.1%
Puerto Rican-American	0.9%
Other	1.7%
Average grade in high school:	
A or A+	9.1%
A-	11.7%
B+	19.2%
B	27.0%
B-	13.3%
C+	11.8%
C	7.5%
D	0.4%
Academic rank in high school:	
Top 20%	39.0%
Second 20%	23.0%
Middle 20%	31.4%
Fourth 20%	5.7%
Lowest 20%	1.0
Year graduated from high school:	
1980	92.1%
1979	3.4%
1978	1.0%
1977 or earlier	2.1%
H. S. equivalency (G. E. D. test)	0.9%
Never completed high school	0.5%
Marital status:	
Not presently married	98.4%
Married, living with spouse	1.2%
Married, not living with spouse	0.4%
Veteran:	
No	98.4%
Yes	1.6%
High school program:	
College preparatory	86.3%
Other	13.7%
Type of high school:	
Public	86.2%
Private:	
Nondenominational	3.2%
Roman Catholic	9.4%
Jewish	0.1%
Other religious	1.2%
Have had remedial work in:	
English	6.6%
Reading	6.8%
Mathematics	8.3%
Social studies	6.0%
Science	5.7%
Foreign language	4.0%
Will need remedial work in:	
English	11.9%
Reading	5.2%
Mathematics	21.1%
Social studies	2.9%
Science	9.5%
Foreign language	8.7%
Physically handicapped:	
No	97.2%
Yes	2.8%
Type of handicap:	
Hearing	11.5%
Speech	3.3%
Visual	27.8%
Orthopedic	19.3%
Learning disability	5.6%
Other	14.0%
Does handicap require architectural accommodations:	
No	96.9%
Yes	3.1%
Residence planned during fall term:	
With parents, relatives	35.9%
Other private home or apartment	7.3%
Residence planned during fall term (cont.)	
College dormitory	53.3%
Fraternity/sorority house	0.6%
Other campus housing	1.9%
Other	0.9%
Residence preferred during fall term:	
With parents or relatives	20.4%
Other private home or apartment	23.7%
College dormitory	45.1%
Fraternity/sorority house	4.6%
Other campus housing	3.9%
Other	2.3%
Current religious preference:	
Jewish	3.2%
Protestant	34.0%
Roman Catholic	38.7%
Other	16.1%
None	8.1%
Are you a reborn Christian:	
No	72.7%
Yes	27.3%
Father's religious preference:	
Jewish	3.6%
Protestant	36.1%
Roman Catholic	38.1%
Other	15.2%
None	6.9%
Father's occupation:	
Artist (incl. performer)	0.8%
Businessman	28.8%
Clergy or religious worker	1.0%
College teacher or admin.	0.9%
Doctor or dentist	2.2%
Educator (secondary)	3.2%
Educator (elementary)	0.6%
Engineer	8.7%
Farmer or forester	3.9%
Health professional (non-M.D.)	1.2%
Lawyer	1.5%
Military career	1.7%
Research scientist	0.6%
Skilled worker	11.3%
Semi-skilled worker	5.6%
Laborer (unskilled)	3.7%
Unemployed	2.7%
Other occupation	21.6%
Father's education:	
Grammar school or less	6.2%
Some high school	11.7%
High school graduate	29.4%
Postsecondary other than college	4.3%
Some college	13.0%
College degree	19.1%
Some graduate school	2.3%
Graduate degree	14.1%
Mother's religious preference:	
Jewish	3.5%
Protestant	36.9%
Roman Catholic	39.6%
Other	16.1%
None	3.8%
Mother's occupation:	
Artist (incl. performer)	1.2%
Businesswoman	8.8%
Business (clerical)	11.1%
Clergy or religious worker	0.1%
College teacher or admin.	0.3%
Doctor or dentist	0.2%
Educator (secondary)	2.8%
Educator (elementary)	5.4%
Engineer	0.1%
Farmer or forester	0.3%
Health professional (non-M.D.)	1.6%
Homemaker (full-time)	26.1%
Lawyer	0.1%
Nurse	6.7%
Research scientist	0.1%
Social, welfare, rec. worker	1.1%
Skilled worker	2.0%
Semi-skilled worker	3.4%
Laborer (unskilled)	2.5%
Unemployed	8.6%
Other occupation	15.7%
Mother's education:	
Grammar school or less	4.2%
Some high school	9.7%
High school graduate	41.6%
Postsecondary other than college	6.8%
Some college	14.2%
College degree	15.6%
Some graduate school	2.1%
Graduate degree	5.9%
Number of older brothers:	
None	45.1%
One	32.5%
Two	13.7%
Three or more	8.7%
Number of older sisters:	
None	46.2%
One	32.2%
Two	13.6%
Three or more	8.1%
Number of younger brothers:	
None	47.4%
One	36.4%
Two	12.0%
Three or more	4.2%
Number of younger sisters:	
None	49.0%
One	35.9%
Two	11.1%
Three or more	4.0%
Students estimate chances are very good that they will:	
Change major field	11.8%
Change career choice	11.5%
Fail one or more courses	1.7%
Graduate with honors	12.1%
Be elected to student office	2.9%
Get a job to pay college expenses	40.0%
Join a social fraternity or sorority	16.9%
Live in a coeducational dorm	25.6%
Be elected to an honor society	7.7%
Make at least a "B" average	41.3%
Need extra time to complete degree	5.2%
Need tutoring in some courses	9.4%
Work at outside job	23.5%
Seek vocational counseling	6.0%
Seek individ. counseling	4.2%
Get a bachelor's degree	63.5%
Participate in student protests	4.5%
Drop out temporarily	1.2%
Drop out permanently	0.9%
Transfer to another college	16.7%
Be satisfied with college	54.0%
Find a job in a preferred field	69.6%
Marry while in college	5.1%
Marry within a year after college	16.6%
Number of other colleges applied to for admission this year:	
None	39.7%
One	17.1%
Two	16.8%
Three	13.2%
Four	6.4%
Five	3.5%
Six or more	3.4%
Number of other college acceptances this year:	
None	20.2%
One	30.3%
Two	23.8%
Three	15.0%
Four	6.2%
Five	2.4%
Six or more	2.1%
College attended is student's:	
First choice	75.8%
Second choice	18.4%
Third choice	4.0%
Less than third choice	1.8%
Distance from home to college:	
5 miles or less	11.4%
6-10 miles	12.4%
11-50 miles	26.5%
51-100 miles	15.3%
101-500 miles	26.5%
More than 500 miles	7.9%
Reasons noted as very important in deciding to go to college:	
Parents' wishes	31.5%
Could not find job	5.8%
Wanted to get away from home	8.9%
Able to get a better job	77.1%
Gain general education	66.7%
Improve reading-study skills	39.3%
Reasons noted as very important in deciding to go to college (cont.)	
Nothing better to do	2.1%
Become a more cultured person	34.4%
Able to make more money	63.4%
Learn more about things	74.6%
Meet new, interesting people	56.2%
Prepare for graduate school	46.0%
Reasons noted as very important in selecting college attended:	
Relatives' wishes	6.4%
Teacher's advice	4.4%
Good academic reputation	50.8%
Offered financial assistance	16.2%
Advice of former student	15.1%
Offers special programs	27.3%
Low tuition	17.0%
Advice of guidance counselor	8.1%
Wanted to live at home	11.1%
Friend's suggestion	7.3%
College recruited him	4.9%
Not accepted elsewhere	2.5%
Highest degree planned at college attended:	
None	4.7%
Associate (or equiv.)	26.1%
Bachelor's (B.A., B.S.)	51.9%
Master's (M.A., M.S.)	10.4%
Ph.D. or Ed.D.	1.4%
M.D., D.O., D.D.S., or D.V.M.	1.6%
L.L.B. or J.D.	1.0%
B.D. or M.Div.	0.4%
Other	2.4%
Highest degree planned anywhere:	
None	2.4%
Associate (or equiv.)	8.2%
Bachelor's (B.A., B.S.)	37.6%
Master's (M.A., M.S.)	29.7%
Ph.D. or Ed.D.	7.9%
M.D., D.O., D.D.S., or D.V.M.	6.4%
L.L.B. or J.D.	4.3%
B.D. or M.Div.	0.5%
Other	2.9%
Probable field of study:	
Accounting	6.2%
Aeronautical engineering	1.1%
Agriculture and forestry	2.2%
Anthropology	0.1%
Architecture, urban planning	1.2%
Art, fine and applied	2.4%
Arts and humanities (misc.)	0.6%
Astronomy	0.1%
Atmospheric science	0.1%
Biochemistry or biophysics	0.4%
Biological sciences (misc.)	0.6%
Biology (general)	1.6%
Botany	0.1%
Building trades	0.5%
Business (misc.)	1.2%
Business admin. (general)	7.2%
Business education	0.2%
Chemical engineering	1.1%
Chemistry	0.8%
Civil engineering	1.2%
Communications	1.9%
Computer science	2.5%
Data-processing, computer programming	2.4%
Drafting or design	0.7%
Earth science	0.3%
Economics	0.4%
Education (misc.)	0.4%
Electrical or electronic engr.	3.8%
Electronics	1.0%
Elementary education	2.6%
Engineering (misc.)	1.8%
English	0.9%
Finance	0.6%
Foreign language	0.4%
Geography	0.0%
Health technology	2.1%
History	0.6%
Home economics	0.6%
Industrial engineering	0.5%
Forestry	0.7%
Journalism	1.5%
Law enforcement	1.4%
Library or archival science	0.0%
Management	4.3%
Probable field of study (cont.)	
Marine science	0.2%
Marine-life science	0.4%
Marketing	1.8%
Mathematics	0.6%
Mechanical engineering	2.3%
Mechanics	0.6%
Microbiology or bacteriology	0.2%
Military science	0.1%
Music	1.3%
Music and art education	0.4%
Nursing	3.8%
Pharmacy	0.4%
Philosophy	0.1%
Physical education	1.7%
Physical sciences (misc.)	0.1%
Physics	0.4%
Political science	2.0%
Pre-dental, pre-medical, pre-veterinary	3.4%
Professional (misc.)	1.5%
Psychology	2.2%
Secondary education	0.7%
Secretarial studies	2.6%
Social work	1.4%
Social sciences (misc.)	0.2%
Sociology	0.4%
Special education	1.7%
Speech	0.1%
Statistics	0.0%
Theater and drama	0.8%
Theology and religion	0.2%
Therapy	1.6%
Zoology	0.4%
Other fields	1.1%
Other technical fields	0.5%
Undecided	4.7%
Probable career occupation:	
Accountant or actuary	5.8%
Actor or entertainer	0.9%
Architect or urban planner	1.7%
Artist	1.9%
Business (clerical)	2.2%
Business executive	10.1%
Business proprietor	2.6%
Business salesperson or buyer	1.2%
Clergy (minister or priest)	0.3%
Clergy (misc.)	0.1%
Clinical psychologist	0.9%
College teacher	0.2%
Computer programmer or analyst	5.3%
Conservationist or forester	1.0%
Dentist	0.9%
Dietitian or home economist	0.4%
Educator (elementary)	3.8%
Educator (secondary)	2.2%
Engineer	10.7%
Farmer or rancher	1.2%
Foreign service worker	0.5%
Homemaker (full-time)	0.1%
Interior decorator	0.5%
Interpreter	0.2%
Journalist or writer	2.0%
Lab technician or hygienist	1.5%
Law enforcement officer	1.2%
Lawyer or judge	4.1%
Military service	0.9%
Musician	1.2%
Nurse	3.8%
Optometrist	0.2%
Pharmacist	0.5%
Physician	3.5%
Research scientist	1.7%
School counselor	0.2%
School principal or superintendent	0.0%
Social, welfare, or rec. worker	1.9%
Statistician	0.1%
Therapist	2.0%
Veterinarian	1.2%
Skilled trades	1.8%
Other occupation	7.0%
Undecided	10.1%
Estimated parental income:	
Less than $4,000	3.9%
$4,000-$5,999	3.5%
$6,000-$7,999	3.4%
$8,000-$9,999	3.8%
$10,000-$12,499	7.0%
$12,500-$14,999	6.7%
$15,000-$19,999	12.4%
$20,000-$24,999	16.5%
$25,000-$29,999	10.9%
$30,000-$34,999	9.4%
$35,000-$39,999	6.1%
$40,000-$49,999	7.1%
$50,000-$99,999	7.1%
$100,000 or more	2.2%

Continued on Following Page

FACT-FILE—Continued

Persons currently dependent on parents for support:	
One	5.9%
Two	9.9%
Three	20.6%
Four	25.7%
Five	21.3%
Six or more	16.6%
Number of other dependents currently attending college:	
None	66.3%
One	24.8%
Two	6.5%
Three or more	2.5%
Concern about financing college:	
No concern	32.3%
Some concern	52.2%
Major concern	15.4%
Support from parental aid:	
None	31.2%
$1-$499	21.0%
$500-$999	11.3%
$1,000-$1,499	8.4%
$1,500-$2,000	6.9%
Over $2,000	21.2%
Support from spouse:	
None	99.1%
$1-$499	0.5%
$500-$999	0.1%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.1%
Support from basic educational opportunity grant:	
None	68.5%
$1-$499	10.7%

Support from basic educational opportunity grant (cont.)	
$500-$999	9.6%
$1,000-$1,499	6.5%
$1,500-$2,000	3.4%
Over $2,000	1.3%
Basic educational opportunity grant:	
Heard of the program	67.5%
Applied for aid	46.6%
Qualified for aid	32.1%
Support from supplemental educational opportunity grant:	
None	92.0%
$1-$499	3.7%
$500-$999	2.5%
$1,000-$1,499	1.3%
$1,500-$2,000	0.4%
Over $2,000	0.2%
Support from state scholarship or grant:	
None	84.0%
$1-$499	8.0%
$500-$999	4.3%
$1,000-$1,499	2.0%
$1,500-$2,000	1.1%
Over $2,000	0.5%
Support from college grant:	
None	87.2%
$1-$499	4.4%
$500-$999	3.4%
$1,000-$1,499	2.1%
$1,500-$2,000	1.1%
Over $2,000	1.6%

Support from college work-study grant:	
None	85.5%
$1-$499	6.0%
$500-$999	5.9%
$1,000-$1,499	2.1%
$1,500-$2,000	0.4%
Over $2,000	0.2%
Support from personal G.I. benefits:	
None	99.1%
$1-$499	0.3%
$500-$999	0.2%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.3%
Support from parent's G.I. benefits:	
None	98.9%
$1-$499	0.5%
$500-$999	0.2%
$1,000-$1,499	0.1%
$1,500-$2,000	0.1%
Over $2,000	0.2%
Support from other private grants:	
None	92.8%
$1-$499	3.6%
$500-$999	1.8%
$1,000-$1,499	0.9%
$1,500-$2,000	0.5%
Over $2,000	0.5%
Support from full-time employment:	
None	97.7%
$1-$499	1.0%
$500-$999	0.6%
$1,000-$1,499	0.3%
$1,500-$2,000	0.1%
Over $2,000	0.3%

Support from part-time employment:	
None	75.2%
$1-$499	17.0%
$500-$999	5.1%
$1,000-$1,499	1.6%
$1,500-$2,000	0.5%
Over $2,000	0.5%
Support from summer work:	
None	58.9%
$1-$499	23.6%
$500-$999	11.7%
$1,000-$1,499	4.7%
$1,500-$2,000	1.7%
Over $2,000	1.4%
Support from other savings:	
None	81.4%
$1-$499	11.8%
$500-$999	3.2%
$1,000-$1,499	1.6%
$1,500-$2,000	0.8%
Over $2,000	1.3%
Federal guaranteed student loan:	
Heard of program	38.1%
Applied for aid	14.5%
Qualified for aid	14.3%
Support from federal guaranteed student loan:	
None	79.1%
$1-$499	2.1%
$500-$999	2.6%
$1,000-$1,499	3.8%
$1,500-$2,000	4.3%
Over $2,000	8.0%
Support from college loan:	
None	95.7%

Support from college loan (cont.)	
$1-$499	1.0%
$500-$999	0.9%
$1,000-$1,499	0.8%
$1,500-$2,000	0.7%
Over $2,000	1.0%
Support from national direct student loan:	
None	90.9%
$1-$499	2.3%
$500-$999	2.6%
$1,000-$1,499	2.2%
$1,500-$2,000	0.9%
Over $2,000	1.2%
Support from other loan:	
None	96.0%
$1-$499	0.8%
$500-$999	0.7%
$1,000-$1,499	0.7%
$1,500-$2,000	0.7%
Over $2,000	1.0%
Support from social security benefits:	
None	94.3%
$1-$499	2.5%
$500-$999	1.1%
$1,000-$1,499	0.8%
$1,500-$2,000	0.5%
Over $2,000	0.8%
Other sources of support:	
None	96.2%
$1-$499	1.5%
$500-$999	0.6%
$1,000-$1,499	0.3%
$1,500-$2,000	0.2%
Over $2,000	1.2%

Attitudes

	All institutions			2-year colleges		4-year colleges				Universities		Predominantly black colleges	
	Men	Women	Total	Public	Private	Public	Pvt., non-sectarian	Protestant	Catholic	Public	Private	Public	Private
Student's political views:													
Far left	2.2%	1.9%	2.1%	2.7%	2.8%	2.0%	1.7%	1.5%	1.3%	1.4%	1.3%	6.1%	4.1%
Liberal	20.3%	18.9%	19.6%	17.7%	15.7%	19.4%	23.9%	17.7%	18.9%	21.6%	25.6%	21.4%	26.6%
Middle-of-the-road	55.8%	64.0%	60.0%	64.2%	65.0%	60.0%	54.9%	55.2%	60.2%	57.5%	49.7%	50.4%	50.2%
Conservative	20.0%	14.4%	17.1%	14.0%	15.1%	17.4%	18.5%	24.2%	18.6%	18.5%	22.2%	17.5%	17.0%
Far right	1.7%	0.8%	1.2%	1.4%	1.4%	1.3%	1.0%	1.4%	1.0%	0.9%	1.2%	4.7%	2.1%
Student agrees strongly or somewhat that:													
Government isn't controlling pollution	75.8%	83.5%	79.8%	80.3%	82.4%	80.3%	80.8%	78.3%	81.0%	77.7%	78.8%	76.7%	78.8%
Government isn't protecting consumer	71.6%	78.6%	75.2%	77.7%	78.4%	76.3%	73.8%	72.6%	75.0%	71.9%	68.3%	76.3%	78.5%
Federal government discourages energy use	80.1%	85.7%	83.0%	81.9%	83.8%	83.4%	84.6%	81.6%	84.6%	83.5%	84.1%	76.4%	77.0%
Courts are too concerned with rights of criminals	70.5%	61.6%	65.9%	67.2%	64.8%	66.1%	63.5%	65.9%	64.0%	65.8%	63.3%	52.6%	52.4%
Money is needed to solve urban problems	49.7%	48.7%	49.2%	52.1%	50.5%	50.7%	46.9%	46.2%	47.4%	45.0%	44.6%	63.5%	64.4%
People should not obey laws that violate their beliefs	34.9%	29.9%	32.3%	35.0%	30.8%	30.9%	32.2%	32.5%	31.7%	29.7%	30.8%	43.6%	36.5%
Inflation is the country's biggest domestic problem	78.6%	82.6%	80.7%	82.7%	82.5%	82.1%	77.7%	77.1%	78.6%	79.2%	75.2%	83.4%	82.4%
The death penalty should be abolished	28.0%	40.5%	34.5%	34.3%	38.1%	34.9%	36.2%	34.6%	40.8%	31.4%	35.1%	59.1%	52.3%
Government should provide a national health care plan	55.3%	60.8%	58.1%	63.8%	62.5%	59.8%	55.8%	50.3%	57.9%	50.8%	48.3%	77.1%	71.4%
An energy shortage is causing a depression	86.3%	88.3%	87.3%	86.5%	87.0%	88.5%	87.9%	86.3%	86.7%	87.8%	87.1%	82.1%	85.5%
Abortion should be legalized	53.3%	53.8%	53.6%	53.6%	49.8%	54.7%	58.0%	44.1%	31.2%	57.4%	57.0%	54.0%	59.7%
Women should be subject to the draft	69.6%	38.9%	53.7%	53.8%	42.7%	51.4%	57.7%	46.8%	51.2%	57.1%	62.3%	40.4%	38.3%
Grading in high school is too easy	61.5%	58.0%	59.7%	56.7%	53.0%	59.3%	62.7%	62.8%	59.6%	63.2%	65.6%	41.3%	43.4%
Women's activities should be confined to the home	34.7%	19.0%	26.6%	29.3%	29.0%	27.1%	24.1%	29.9%	24.6%	22.7%	19.4%	42.8%	34.1%
Couples should live together before marriage	49.5%	37.9%	43.4%	49.1%	43.2%	42.0%	44.7%	28.0%	32.6%	41.0%	42.4%	47.9%	44.5%
Large families should be discouraged	50.1%	39.9%	44.8%	45.3%	40.6%	43.4%	47.1%	44.4%	30.3%	47.5%	46.6%	36.2%	32.1%
Divorce laws should be liberalized	49.4%	43.4%	46.3%	51.8%	47.1%	47.3%	45.1%	33.5%	33.1%	43.4%	40.6%	59.3%	59.0%
It is all right for people who like each other to have sex	64.6%	32.4%	47.9%	52.3%	43.7%	47.6%	49.7%	31.7%	33.6%	48.4%	47.4%	54.6%	48.5%
Women should have job equality	89.9%	96.4%	93.3%	91.8%	93.2%	93.4%	94.6%	92.5%	94.2%	94.7%	96.0%	88.2%	91.5%
The wealthy should pay a larger share of taxes	71.1%	69.6%	70.3%	73.2%	69.2%	72.0%	67.5%	68.0%	67.6%	68.3%	61.3%	70.2%	74.0%
Marijuana should be legalized	42.1%	36.6%	39.3%	43.5%	37.6%	38.2%	40.0%	25.7%	33.3%	38.3%	38.0%	44.6%	38.6%
It is all right to bus to achieve balance	43.3%	48.2%	45.8%	50.6%	52.2%	47.5%	44.2%	44.5%	43.1%	37.1%	38.8%	75.1%	71.4%
Homosexual relations should be prohibited	58.1%	40.3%	48.9%	51.2%	50.2%	50.8%	43.0%	57.5%	46.0%	45.7%	36.1%	55.3%	51.0%
College has the right to regulate off-campus behavior	16.6%	13.8%	15.2%	16.2%	17.0%	15.9%	14.9%	20.0%	13.6%	11.7%	11.2%	33.8%	27.8%
Students should help evaluate faculty	71.1%	71.1%	71.1%	69.4%	69.3%	70.7%	72.7%	69.4%	71.1%	73.9%	75.4%	65.6%	63.7%
College grades should be abolished	17.7%	13.6%	15.6%	17.6%	16.3%	15.9%	14.3%	14.6%	15.3%	13.1%	12.4%	30.0%	20.6%
Student publications should be regulated	40.0%	42.4%	41.2%	44.7%	50.3%	42.9%	36.1%	48.2%	41.2%	34.5%	27.8%	59.3%	53.8%
College has the right to ban speakers	27.9%	24.4%	26.1%	28.4%	27.4%	26.4%	22.7%	30.9%	24.8%	23.2%	18.8%	39.3%	29.5%
The disadvantaged should get preferential treatment	38.6%	37.2%	37.9%	41.4%	43.2%	39.2%	35.0%	40.7%	33.6%	32.5%	27.5%	63.2%	60.2%
Public colleges should adopt open admissions	35.8%	33.7%	34.7%	43.4%	40.9%	31.9%	28.3%	33.2%	32.7%	27.5%	22.1%	57.4%	44.9%
The same degree standard should be used for all	89.7%	91.0%	90.3%	87.7%	87.4%	91.0%	92.4%	90.8%	92.1%	92.6%	95.2%	85.3%	88.2%
Objectives student considers essential or very important:													
Achieving in a performing art	10.7%	13.2%	12.0%	9.8%	11.3%	13.0%	15.1%	14.5%	12.0%	12.2%	15.4%	20.5%	17.9%
Becoming an authority in his field	74.7%	71.7%	73.1%	69.9%	70.4%	74.9%	74.4%	71.9%	72.2%	77.0%	76.9%	76.2%	81.1%
Obtaining recognition from colleagues	56.4%	52.5%	54.4%	50.9%	53.0%	56.6%	56.2%	50.6%	54.4%	57.8%	60.1%	61.3%	67.2%
Influencing the political structure	20.1%	12.6%	16.2%	13.4%	13.2%	16.5%	19.4%	18.0%	18.8%	17.6%	22.5%	27.6%	29.9%
Influencing social values	29.4%	34.8%	32.2%	28.9%	33.4%	33.8%	34.3%	39.5%	37.8%	31.7%	34.3%	41.6%	47.6%
Raising a family	62.5%	63.6%	63.1%	61.4%	63.5%	63.8%	62.8%	66.7%	68.7%	63.1%	64.2%	58.2%	57.9%
Having administrative responsibility	40.5%	37.0%	38.7%	38.7%	37.0%	39.7%	36.3%	36.2%	38.8%	40.2%	37.3%	47.5%	49.8%
Being very well-off financially	69.4%	57.8%	63.3%	65.3%	60.4%	64.6%	60.8%	53.3%	57.1%	65.2%	61.1%	74.5%	78.1%
Helping others who are in difficulty	56.0%	72.7%	64.7%	60.9%	67.8%	67.5%	67.1%	70.3%	70.9%	63.8%	66.1%	70.5%	76.7%
Making a theoretical contribution to science	18.5%	11.5%	14.9%	13.6%	10.5%	14.6%	15.9%	12.8%	14.0%	17.2%	20.7%	21.5%	22.9%
Writing original works	11.1%	13.8%	12.5%	10.7%	11.4%	12.9%	15.1%	13.2%	13.6%	12.9%	16.6%	17.7%	18.2%
Creating an artistic work	12.1%	16.5%	14.4%	14.2%	19.1%	13.7%	16.9%	13.5%	13.4%	13.8%	13.8%	21.1%	15.3%
Being successful in his own business	55.4%	43.6%	49.3%	51.1%	52.3%	47.5%	48.5%	47.4%	47.1%	49.2%	46.6%	64.1%	66.3%
Helping to clean up environment	28.1%	25.4%	26.7%	27.2%	28.2%	26.1%	28.4%	25.6%	25.4%	26.1%	25.2%	37.6%	37.7%
Developing a philosophy of life	48.7%	52.1%	50.4%	44.4%	46.8%	51.3%	56.6%	56.0%	55.5%	52.9%	60.3%	57.8%	67.7%
Participating in community action	24.1%	30.3%	27.4%	23.9%	26.6%	29.7%	29.6%	32.2%	31.1%	27.8%	28.6%	43.7%	48.2%
Promoting racial understanding	30.1%	35.8%	33.1%	29.0%	33.7%	36.1%	38.4%	39.5%	36.5%	30.6%	38.1%	62.5%	71.7%
Keeping up with political affairs	45.4%	35.0%	40.0%	31.8%	30.7%	40.3%	47.7%	44.0%	45.9%	46.3%	57.7%	43.3%	53.2%

SOURCE: "THE AMERICAN FRESHMAN: NATIONAL NORMS FOR FALL, 1980," BY ALEXANDER W. ASTIN, PUBLISHED BY AMERICAN COUNCIL ON EDUCATION AND UNIVERSITY OF CALIFORNIA AT LOS ANGELES

NOTE

ONLY THE FOLLOWING PAGES OF THIS

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2/17/81 C 2175-1

A 6-Month Index to The Chronicle Begins on Page 63

CH IF08US101C1895AMPLE b X1
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THE CHRONICLE of Higher Education

February 17, 1981 • $1.25
Volume XXI, Number 23

News Summary

Articles on inside pages

Scholars studying international terrorism face theoretical dilemmas, since "one man's terrorist is another man's freedom fighter." Story on Page 3.

When does a university's financial situation become desperate? Officials at troubled Wayne State University don't agree. Story on Page 5.

Louisiana State University has received what could be the largest gift ever made to a public university. Story on Page 2.

Investigators have ordered Washington State University to repay the government about $1.3-million in student-aid funds. Story on Page 4.

Would tuition tax credits offer college students additional aid or threaten existing assistance programs? Leaders of private colleges are divided. Story on Page 9.

Cryptographers will be asked, but not required, to clear their research reports on advanced computer codes with the National Security Agency before they publish them. Story on Page 9.

The alumni magazine at the Massachusetts Institute of Technology, *Technology Review*, wants to expand its readership among the general public. Story on Page 17.

The Polish government says it will investigate a group of students and intellectuals allied with the independent labor-union movement. Story on Page 15.

A U.S. business college that is offering degree programs in Vancouver is being investigated by the Universities Council of British Columbia. Story on Page 15.

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Honing the Axes

Serious Financial Problems Facing States Portend a Lean Year for Public Campuses

By Jack Magarrell

Public colleges and universities —which count on state governments for about 45 cents of every dollar in their budgets— face formidable financial difficulties in the legislative sessions now under way. Items:

▶ Federal funds distributed to the states have been substantially reduced, increasing the competition for state tax money.

▶ The economic recession has sharply reduced the states' income- and sales-tax receipts.

▶ Relatively high rates of unemployment, which are helping to maintain college enrollments at record levels, also result in increased welfare payments—which further drain state treasuries.

▶ Inflation has forced up the states' spending faster than it has raised their tax revenues.

▶ Tax-relief measures and spending limits imposed when their treasuries were bulging with surpluses a few years ago have limited some states' ability to deal with economic downturns.

In their budget messages and state-of-the-state addresses, many governors have been echoing President Reagan's lament that the country is in the "worst economic mess since the Great Depression."

"Few people seem aware that the fiscal problems of many states are more serious than those of the federal government," said Indiana's Gov. Robert D. Orr in his state-of-the-state address. "At least half of the states are in extremely precarious financial straits."

Governor Orr's budget for 1981-83 provides for a 3.9-per-cent increase in appropriations over 1979-81, with most of the increase allocated to local school aid, welfare, corrections, and higher education. If Indiana's revenue situation improves, he said, he will suggest that "reconsideration be given first to the area of education."

"Never since World War II has a budget been so tight," said California's Gov. Edmund G. Brown, Jr., in his 1981 report to the legislature.

Through Proposition 13 and other tax-relief measures, the governor said, the legislature will have returned about $40-billion to California taxpayers in the three years ending with fiscal 1981.

The Brown budget includes an increase of 1.7 per cent for higher education. But over all, the governor said, it provides only "a 0.2-per-cent increase in general-fund expenditures, which, because of inflation, translates into almost a 10-per-cent cut in purchasing power."

Wisconsin's Gov. Lee S. Dreyfus, who

Continued on Page 6, Column 4

Draft of Reagan's Budget Plan Shows Major Slashes in U.S. Aid to Colleges

By Janet Hook

WASHINGTON

The Reagan Administration is calling for a major retrenchment in federal aid to higher education.

Drafts of budget proposals that have been circulating on Capitol Hill would drastically reduce aid to middle-income students, phase out federal money for loans to poor students, and gut the Carter Administration's request for substantial increases in spending for science research and education.

The preliminary Reagan budget plan for fiscal 1982 takes aim at a sweeping array of programs that aid colleges, universities, and their students. It also would eliminate Social Security benefits for students and cut in half the government's spending for the arts and humanities.

The President will formally present his economic package to Congress later this week. Administration officials say, however, that detailed, program-by-program budget recommendations may not be released until mid-March.

College leaders and their Congressional allies already have promised to fight the anticipated reductions.

Excerpts and tables from the Reagan Administration's draft budget document appear on Pages 10-12.

The draft budget documents, prepared by the Office of Management and Budget under the leadership of its director, David A. Stockman, outline a plan for curtailing the guaranteed-loan program that would closely follow the changes proposed by the outgoing Carter Administration last month.

By basing the amount students may borrow on their demonstrated financial need, and by reducing federal subsidies for loans to both students and their parents, the cost of the guaranteed-loan program could be reduced by $138-million in fiscal 1981 and by $878-million in fiscal 1982, according to Administration estimates.

Although the skyrocketing cost of guar-

Continued on Page 13, Column 1

PBS Plans Subscription TV for Education, Arts

By Malcolm G. Scully

WASHINGTON

A pay television service that would offer cultural programming at night and educational courses during the day is being planned by the Public Broadcasting Service.

Lawrence K. Grossman, president of PBS, said here last week that the proposed service, to be known as the Public Subscriber Network, represented "a natural partnership" between the country's major cultural institutions and its 165 public television stations.

Details of the plan were outlined in *The Grand Alliance*, a 41-page report also released last week.

The network's goal, the report said, "is to create a synergistic, publicly supported nationwide cultural, educational, and informational television service of exceptional quality that will also greatly enhance the public television stations and cultural institutions which are its owners."

Under the plan, individual subscribers would pay from $10 to $13 a month for from 90 minutes to three hours of cultural programs each evening. The programs would be produced by dance, opera, and theater companies, museums, orchestras, and educational institutions.

Mr. Grossman said he hoped the net-

Continued on Page 7, Column 3

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Excerpts from the Draft Budget

WASHINGTON

Following are excerpts from the draft budget proposals being circulated by the U.S. Office of Management and Budget.

Student Loans and Pell Grants

Current Program:

The *Guaranteed Student Loan* (G.S.L.'s) program facilitates borrowing from private lenders by graduate and undergraduate students (and their parents, under the new Education Amendments of 1980, P.L. 96-374) to finance educational expenses. This is done by having a federal guarantee against default, an interest subsidy (9 per cent for new borrowers effective January 1, 1981; 7 per cent previously) and a special allowance that covers the difference between the 9-percent loan rate and the rate of return provided lenders (3.5 per cent above the 91-day Treasury Bill rate).

The federal government pays both the interest subsidy and the special allowance for student borrowers until the student starts repayment which occurs after the student leaves school or completes any deferment periods. The special allowance continues to be paid on student loans until they are repaid. Parent borrowers receive only the special allowance benefit and begin repayment 60 days after the loan is made. Currently, there is no needs test necessary to participate in this program. In 1978 the Middle Income Assistance Act (P.L. 95-566) eliminated a requirement that benefits in this program be restricted to families with an income less than $25,000.

The *National Direct Student Loan* (N.D.S.L.'s) program provides participating institutions with capital contributions for student loan funds which the institution must match with 10 per cent from nonfederal funds. These institutional loan funds then make 4-per-cent loans to needs tested students. There are no interest charges while the student is in school or in a deferment period. Loan repayments go back into the school's loan fund.

The *Pell Grant* (formerly B.E.O.G.'s) program is authorized, under the new law, to provide a maximum award of $1,900 in 1981 and $2,100 in 1982. The previous authorized maximum award level was $1,800. The percentage of educational costs covered increases from 50 to 60 per cent when the maximum award reaches $2,100 in 1982. The grant a student receives is based on an individual's needs analysis which takes into account the family income less specified deductions and a student's educational costs. Currently, there is no income maximum which limits participation in the program.

Potential Change:

▶ Provide student G.S.L.'s only for need remaining after other sources of aid are counted, eliminate the in-school interest subsidy, and charge market rate on parent loans.

Some people believe that many students from high-income families have obtained G.S.L.'s, only to place the funds in money market certificates or other investments, earning interest on funds for which the federal government is *paying* interest. This is illegal under current law. Whether or not this has been true to a substantial degree, G.S.L. has probably allowed middle- and upper-income families to maintain their savings and borrow more cheaply than they otherwise could by using these loans to finance their children's education.

The proposal would change the program to: better target federal subsidies and to emphasize the traditional role of the family in meeting postsecondary educational costs. These changes would need to be accompanied by appropriation language which would change the benefits for new loans only, thereby reducing program costs. If these changes were not made, loan volume in 1981 would be an estimated $7,185-million. These changes will reduce estimated 1981 loan volume by $2,085-million to $5,100-million. Even with these changes 1981 loan volume is estimated to be $350-million over the $4,750-million loan volume of fiscal year 1980.

These changes would: (a) limit student loan amounts to "remaining need" (educational costs minus other aid and expected family contribution); (b) eliminate the in-school interest subsidy on student loans (allowing lenders to add the accruing interest to the student's loan obligation); (c) extend eligibility for parent loans to parents of dependent graduate students and spouses of independent students; (d) eliminate the federal special allowance payment to lenders on parent loans; (e) allow lenders to set the parent-loan interest rate (up to the Treasury Bill rate for 91-day notes plus 3.5 per cent); and (f) allow an up to 20-year repayment period on parent loans.

Savings to the federal government accrue over the life of the loans made under these changes and much of the reduction in cost occurs in later years. The requested changes assume that these program changes will be effective only for the last quarter of fiscal year 1981. Earlier enactment would result in greater savings.

▶ Reduce the funding of N.D.S.L. federal capital contributions by 25 per cent per year.

Over $4-billion has been appropriated to this program since its start in 1966. It is estimated that over $400-million from old loans is returned to institutional loan funds each year and is available for relending. Using a capital contribution that declines at 25 per cent per year, without regard to the legislated state formula, will still allow the program to build up the loan funds in those schools with the greatest need. The diminishing availability of federal funds will also encourage schools to pay more attention to their collection efforts, especially if eligibility for scarce funds is tied to a school's default rate. This approach will phase out new federal capital in this program in four years. However, schools' revolving funds totaling approximately $3.5-billion would continue to provide loans to eligible students.

▶ Impose a $25,000 income limitation for participation in the Pell Grant program.

Participation in the Pell Grant program was broadened by the Middle Income Assistance Act. The act reduced the percentage of a family's disposable income that could be considered in the needs analysis, thereby opening up the program to higher income families. Limiting participation in this program to families with the median national income or less (projected to 1981 this would be approximately $25,000) would reduce the number of participants by an estimated 286,000 in both 1981 and 1982.

Probable Reaction:

College costs are a major concern to middle-income families, who would react negatively to *any* reduction in federal support for higher education. Higher education institutions whose students receive substantial amounts of federal student assistance benefits would also protest strongly.

Social Security Student Benefits

Current Program:

Full-time students age 18-21 are entitled to Social Security benefits as dependents of retired, disabled, or deceased workers. Approximately 800,000 students now receive benefits from this program. The average Social Security student benefit is $255 per month and ranges from a low of $20 to a high of $700.

Potential Change:

The student benefit program should be ended. New recipients should be prevented from entering the program, and existing recipients' benefits should be reduced by 25 per cent over the next four years.

Arguments for ending this program:

▶ The benefit is inappropriate for the social security program. Social Security protects against loss in income from risks (old age, disability, and death) which are beyond the worker's control. Continuing the child's benefit past age 18 because of their *choice* to go to school should not be an insurable risk.

▶ The benefit is poorly designed as educational assistance. The amount of the benefit is unrelated to the student's educational costs, proficiency in school, or ability to meet the educational expenses.

▶ Educational assistance is provided more equitably and efficiently under other programs. Financial aid for students from federal [*sic*] insured student loans, national defense student loans, and basic educational opportunity grants would be increased for those needing assistance to offset elimination of Social Security. Of the 800,000 student beneficiaries approximately 250,000 would become newly eligible for Basic Educational Opportunity Grants if their Social Security benefits were terminated.

▶ The Social Security trust system can no longer afford this drain on its funds. The present condition of the Social Security system was not anticipated when the student benefit program was introduced in 1965. Since the program departs dramatically from the basic purpose of Social Security, it should be among the first to be eliminated when benefit trimming is needed.

▶ Program participation rates and costs have exploded since 1965 enactment. In 1965, there were 205,000 students collecting $165-million in benefits. In 1972, there were 635,000 students collecting $840-million. By 1982, there will be 850,000 students collecting $2.8-billion. This growth in Social Security benefits occurred during the same periods as a massive build-up in direct student support ($284-million in 1965 to $6-billion today).

Probable Reaction:

Recommendations by the Carter Administration to reduce or abolish these benefits have not even gained serious consideration on Capitol Hill. Severe opposition by present and future beneficiary families, Social Security advocacy groups and the higher education establishment can be anticipated. On the other hand, the General Accounting Office has strongly recommended that the benefits be discontinued (Report HRD-79-108, August 30, 1979).

The new Congress may be more responsive to trimming this program on merit, particularly when the savings are needed to maintain the overall soundness of the Social Security system.

National Health Services Corps Scholarship and Placement Programs

Current Program:

The N.H.S.C. provides federally employed physicians and other health professionals to areas classified by H.H.S. as health manpower shortage

areas (H.M.S.A.'s). Most of the N.H.S.C. assignees have received full tuition and stipend support for which they owe service on a year-for-year basis.

Since N.H.S.C. scholarships are awarded at the start of professional education—which in the case of a physician is seven years or more before completing residency and reporting for duty—the N.H.S.C. *placement* program appropriation request is largely driven by prior *scholarship* program levels.

Potential Change:

This proposal would eliminate all new scholarship awards in 1981 and 1982 on the following grounds.

▶ *Rapidly diminishing access problems.* Currently available data indicate that serious remaining problems of access to adequate primary care are rapidly being reduced and will probably be virtually eliminated within the next few years. H.H.S. has determined that only 6,000 N.H.S.C. assignees—to serve approximately 12 million underserved—are necessary to cover all H.M.S.A.s. A 6,000 N.H.S.C. level would also be sufficient to staff all medically underserved areas with infant mortality significantly above the national rate to a primary physician/population ratio exceeding the national average. In contrast, current projections are for the N.H.S.C. to grow from 2,060 in 1980 to 11,000 by 1990. Even if new awards were frozen today, the N.H.S.C. would reach a 9,000 field strength by 1990. In addition, recent data indicate that physicians in general, and primary care physicians in particular, are voluntarily locating in smaller communities and that specialists in rural areas spend 30 per cent or more of their time on primary care. Finally, new physician scholarship recipients would not enter duty until about 1990. Since the scholarship pipeline is so long, whatever short-term problems in primary care access remain would not be addressed by new awards.

▶ *Costs.* Total program costs are very high. Federal costs now average $100,000 per physician for each year of scholarship-obligated service. Alternative aid programs—such as loan repayment and private practice grants to attract volunteers and starting to coordinate the federal program with the 22 state service obligations scholarship programs—would be more cost effective.

Scholarships are now awarded by law to freshman medical students. If it is determined within the next year or two that the scholarship program should be reinstated, new awards could be targeted to third- and fourth-year students to avoid gaps in the program in the post-1990 period.

Probable Reaction:

This proposal has a very good chance of gaining support from both Appropriations Committees. The House committee has been highly critical of the N.H.S.C. placement process in recent years. There has been a higher and higher proportion of assignees placed with H.H.S. grantees in urban areas as opposed to rural areas where the eventual establishment of a private practice is more likely.

Moreover, the Senate held N.H.S.C. oversight hearings this fall that highlighted the apparent disconnect [*sic*] between rapid N.H.S.C. growth and actual need. Grant recipient interest groups such as the National Association of Community Health Centers will object to this reduction.

Since this proposal would not be reducing the placement program until about 1990, however, even their reaction will probably not be strong. Some medical schools, which have come to see N.H.S.C. scholarships as a potential substitute for the reduction of capitation awards, will also raise objections.

National Science Foundation

Current Program:

N.S.F. primarily provides support for basic research across all scientific disciplines ($923-million in 1981); applied research in selected areas ($64-million); science and engineering education support ($81-million); and other areas such as small business research support, intergovernmental, and international science activities ($56-million). N.S.F., also, has responsibility for the U.S. Antarctic Program ($65-million).

Potential Change:

Reduce N.S.F. budget authority by $62-million in fiscal year 1981 and $241-million in fiscal year 1982, and outlays by $25-million in fiscal year 1981 and $162-million in fiscal year 1982 *below the Carter budget*. The reductions include:

▶ Elimination of all fiscal year 1982 new thrusts, *e.g.*, university laboratory upgrading ($75-million), and the 25-meter telescope ($10-million).

▶ Significant reductions in science education, *e.g.*, curriculum development and institutional assistance ($16-million in fiscal year 1981 and $47-million in fiscal year 1982).

▶ Major reduction in behavioral, social, and economic science research ($15-million in fiscal year 1981 and $44-million in fiscal year 1982).

▶ Reduction of other research by $31-million in fiscal year 1981 and $65-million in fiscal year 1982.

Probable Reaction:

There will be strong opposition to these changes from the scientific community, particularly the social scientists, and the science education community. Some members of Congress (both in the House and the Senate and from both parties) may specifically oppose elimination of several mandated programs (*i.e.*, about 40 per cent of the science programs including those for women and minorities).

National Endowments for the Arts and Humanities

Current Program:

The National Endowment for the Arts and the National Endowment for the Humanities were first authorized in 1965. Most recently, the endowments were re-authorized in December, 1980, for a five-year period, through fiscal year 1985.

The mission of the arts endowment is to encourage and assist in the development of the nation's artistic and cultural resources. The endowment awards discretionary grants to state and local arts agencies, cultural institutions, organizations, and individuals. The endowment envisions its substantive role as being responsive to developments in the arts "field" and as promoting artistic quality. The agency views its financial role as providing leadership in generating increased support for a dynamic and growing group of arts activities and organizations. The endowment supports 18 programs ranging from dance and music to folk arts and literature, and within these programs, some 120 funding categories.

The purpose of the National Endowment for the Humanities is to support the study of the humanities—the examination of history, values, and culture.

The endowment awards discretionary grants aimed at: (1) promoting public understanding of the humanities; (2) improving the quality of teaching in the humanities; (3) strengthening the scholarly foundation for humanistic study; (4) contributing to the future well-being of essential institutional and human resources critical to humanistic study. Grants are awarded to individuals, institutions, and organizations in 33 program areas ranging from fellowships to support research and translations to interdisciplinary community education projects in science, technology, and human values.

The humanities endowment conceives of itself much as a public foundation and views its substantive role as being responsive to humanities initiatives generating from the field, not directing "national humanities policy." The agency considers its financial role as limited to selective intervention in the areas of critical impact for humanistic activities.

Potential Change:

Reduce the budget authority of the arts and humanities endowments by 50 per cent.

The proposed savings reflect a 50-per-cent reduction in funding for arts and humanities programs beginning in fiscal year 1982. From fiscal year 1984 on for the arts and fiscal year 1985 on for the humanities, the endowments would be held level at $100-million.

Reductions of this magnitude are premised on the notion that the Administration should completely revamp federal policy for arts and humanities support.

For too long, the endowments have spread federal financing into an ever-wider range of artistic and literary endeavor, promoting the notion that the federal government should be the financial patron of first resort for both individuals and institutions engaged in artistic and literary pursuits.

This policy has resulted in a reduction of the historic role of private individual and corporate philanthropic

Continued on Following Page

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Effects of Reagan Budget Draft on U.S. Aid to Colleges, Students

Student-Aid Programs

(Fiscal years)	1981	1982	1983	1984	1985
Pell grants					
Current spending	$2,712,000,000	$2,712,000,000	$2,712,000,000	$2,712,000,000	$2,712,000,000
Carter budget	2,712,000,000	2,752,000,000	2,752,000,000	2,752,000,000	2,752,000,000
O.M.B. proposal	2,562,000,000	2,562,000,000	2,562,000,000	2,562,000,000	2,562,000,000
Changes					
from current spending	– 150,000,000	– 150,000,000	– 150,000,000	– 150,000,000	– 150,000,000
from Carter budget	– 150,000,000	– 190,000,000	– 190,000,000	– 190,000,000	– 190,000,000
Guaranteed student loans					
Current spending	2,371,000,000	3,224,000,000	3,421,000,000	3,638,000,000	3,578,000,000
Carter budget	2,233,000,000	2,346,000,000	1,781,000,000	1,738,000,000	1,571,000,000
O.M.B. proposal	2,233,000,000	2,346,000,000	1,781,000,000	1,738,000,000	1,571,000,000
Changes					
from current spending	– 138,000,000	– 878,000,000	–1,640,000,000	–1,900,000,000	–2,007,000,000
from Carter budget	0	0	0	0	0
Direct student loans					
Current spending	$286,000,000	$311,000,000	$337,000,000	$364,000,000	$392,000,000
Carter budget	286,000,000	286,000,000	310,000,000	335,000,000	361,000,000
O.M.B. proposal	286,000,000	215,000,000	143,000,000	71,000,000	0
Changes					
from current spending	0	– 96,000,000	– 194,000,000	– 293,000,000	– 392,000,000
from Carter budget	0	– 71,000,000	– 167,000,000	– 264,000,000	– 361,000,000

Social Security Student Benefits

(Fiscal years)	1981	1982	1983	1984	1985
Potential reductions	$100,000,000	$700,000,000	$1,200,000,000	$1,500,000,000	$1,700,000,000

Arts and Humanities Endowments

(Fiscal years)	1981	1982	1983	1984	1985
National Endowment for the Arts					
Current spending	$159,000,000	$173,000,000	$190,000,000	$205,000,000	$220,000,000
Carter budget	159,000,000	175,000,000	188,000,000	203,000,000	217,000,000
O.M.B. proposal	—	88,000,000	94,000,000	100,000,000	100,000,000
Changes					
from current spending	—	–86,000,000	–96,000,000	–105,000,000	–120,000,000
from Carter budget	—	–87,000,000	–94,000,000	–103,000,000	–117,000,000
National Endowment for the Humanities					
Current spending	$152,000,000	$165,000,000	$180,000,000	$195,000,000	$209,000,000
Carter budget	152,000,000	169,000,000	179,000,000	193,000,000	206,000,000
O.M.B. proposal	—	85,000,000	90,000,000	97,000,000	100,000,000
Changes					
from current spending	—	–80,000,000	–90,000,000	–98,000,000	–109,000,000
from Carter budget	—	–84,000,000	–89,000,000	–96,000,000	–106,000,000

National Science Foundation

	Fiscal 1981		Fiscal 1982	
	Carter budget	O.M.B. proposal	Carter budget	O.M.B. proposal
Science education				
Fellowships, traineeships	$15,000,000	$15,000,000	$22,000,000	$18,000,000
Other programs	66,000,000	50,000,000	90,000,000	47,000,000
Behavioral, social, and economic sciences				
Behavioral and neural	39,000,000	34,000,000	44,000,000	30,000,000
Social and economic	34,000,000	24,000,000	40,000,000	10,000,000
Scientific, technical and international activities				
Industry-university cooperative research	14,000,000	9,000,000	27,000,000	12,000,000
Small business innovation	8,000,000	6,000,000	15,000,000	5,000,000
Intergovernmental and public-service science	13,000,000	4,000,000	9,000,000	2,000,000
International activities	14,000,000	9,000,000	17,000,000	7,000,000
Other programs	7,000,000	7,000,000	12,000,000	12,000,000
Cross-directorate programs (e.g. instrumentation upgrading, women in science, and minority programs)	27,000,000	17,000,000	98,000,000	—
Astronomy facility	—	—	10,000,000	—
Other programs	848,000,000	848,000,000	974,000,000	974,000,000
Total	1,083,000,000	1,021,000,000	1,358,000,000	1,117,000,000

SOURCE: OFFICE OF MANAGEMENT AND BUDGET

Draft Budget Proposals *Continued from Preceding Page*

support in these key areas. These reductions would be a first step toward reversing this trend.

Moreover, even in those areas where federal financing does not wholly supplant private philanthropic means of support, it constitutes a low priority item.

Given the need for fiscal retrenchment across the full range of federal programs that meet more basic human needs, low priority items must bear a greater differential burden if fiscal restraint is to be achieved in a balanced and compassionate way.

Probable Reaction:

The arts and humanities endowments have broad and articulate public constituencies, ranging from university presidents to museum directors to individual artists and scholars. In addition, most artistic and cultural institutions maintain strong ties to business and corporations through honorary appointments on boards of directors.

A proposal to halve the budgets of the endowments could generate strong opposition.

Budget Plan

Continued from Page 1

anteed loans has been a prominent target of Mr. Stockman's criticism, the Reagan Administration's proposals to economize on student aid are not limited to that program. The preliminary documents also included plans to:

▶ Phase out federal appropriations for National Direct Student Loans over the next four years.

▶ Restrict eligibility for Pell Grants (formerly Basic Educational Opportunity Grants) to students from families earning less than $25,000 a year.

▶ Cut off Social Security benefits to college students.

Another draft proposal would slash $241-million from the Carter Administration's generous request for $1.358-billion for the National Science Foundation in fiscal 1982, a request that has been lauded by university researchers. About $91-million of the savings would come from sharp reductions in funds for science education and social-science research. The proposal also would eliminate special programs for women and minority-group scientists and money to help improve campus laboratories.

In other areas of interest to higher education, the draft proposals would:

▶ Reduce the Carter Administration's budget request for the National Endowments for the Arts and Humanities by about 50 per cent—from $175-million to $88-million for the arts endowment, and from $169-million to $85-million for the humanities agency in fiscal 1982, which begins October 1.

▶ Impose a two-year moratorium on new National Health Service Corps scholarships for savings of $16-million in 1981 and $31-million in fiscal 1982.

▶ Cut $629-million from the $6.77-billion that Mr. Carter recommended for the National Aeronautics and Space Administration, with the largest reductions coming from space-science programs and funds earmarked for the space shuttle.

▶ Reduce the postal subsidy provided for nonprofit organizations. While the Carter budget requested $800-million for those subsidies, the Reagan Administration is considering cutting that figure to $500-million in fiscal 1982.

▶ Eliminate subsidies for public-service jobs under the Comprehensive Employment and Training Act.

▶ Reduce funds for the $36-million Sea-Grant College program to $18-million in fiscal 1983.

Converting to Block Grants

In keeping with Mr. Reagan's campaign promise to give state and local authorities more discretion in using federal education funds, the draft proposals recommend consolidating dozens of special-purpose grants into two block-grant programs.

Under the plan, block grants to state education agencies would replace 30 existing programs, including the Women's Educational Equity program, teacher-training grants, and aid for education of the handicapped and law-related training.

Another block-grant program would be established for local education agencies by consolidating 33 programs, including aid for bilingual and adult education.

Although the draft proposals are subject to change and must be approved by Congress, some legislators and their aides predict many of the proposed cutbacks will be well received on Capitol Hill.

Rep. Barber B. Conable, Jr., Republican of New York and ranking minority member of the House Committee on Ways and Means, said at a meeting of private colleges recently that Congress was likely to phase out student Social Security benefits, and that there was "no doubt" that student aid would be "reformed and cut back to some degree."

The guaranteed-loan program is the most likely target for reform. Congressional aides expect the push for such changes to come from the House and Senate Budget Committees, rather than from the committees that draft the laws authorizing education programs.

Many members of the authorizing committees led the fight against Senate proposals to curtail the costs of the loan program last year when Congress extended the Higher Education Act.

"I don't foresee the authorizing committees' moving to amend the law themselves, unless they are somehow pushed by the budget process," said Thomas R. Wolanin, staff director of the House Subcommittee on Postsecondary Education. "We just went through re-authorization, and presumably we're satisfied with what we've got."

Other lawmakers, however, are critical of the statute that was finally adopted.

Said one aide to the Senate Budget Committee, "The bill we passed last year was a false promise—a ghastly, expensive piece of legislation that we could never afford. The case [for reforming the loan program] is now more compelling than ever."

The aide said changes in the loan program were likely to be made through the "reconciliation" process. Under that procedure, the Congressional budget committees require other panels to adjust programs under their jurisdiction to bring the projected costs in line with the spending ceilings set in Congress's annual budget resolution.

College and student groups and their Congressional allies are gearing up for a tough fight to protect student-aid programs from drastic cuts when appropriations bills are drafted this spring.

A Call to Lobby

Five members of the House Subcommittee on Postsecondary Education, including Rep. Carl D. Perkins, Democrat of Kentucky and chairman of the Committee on Education and Labor, called last week for a nationwide lobbying campaign to maintain federal support for college students.

Warned Rep. Peter A. Peyser, Democrat of New York, "Students must not be the sacrificial lambs in the budget-cutting process. It is not only the poor, but the middle-income families and their children who desperately need this continuing help.

"If the President were to reduce his call for a 10-per-cent tax cut to 8 per cent, the entire cost of this education program would be taken care of. We must convince his Administration and the Congress that our future depends on it."

In addition, 14 higher-education organizations cautioned the House education-appropriations subcommittee last week that there would be a "critical shortage" of student aid—particularly in the Pell Grant program—if Congress failed to provide the supplemental appropriations that the Carter Administration requested for the current fiscal year.

Although legislators intended to provide Pell Grants of up to $1,800 when they appropriated $2.16-billion for the program in the current year, the Department of Education now estimates that an additional $811-million will be needed this year to provide a maximum grant of $1,750. Some student-aid analysts estimate that more than $1-billion will be needed to cover unexpected increases in the cost of the program.

If no additional money is provided for Pell Grants this year, the maximum award available may drop to $1,250, the American Council on Education predicts. Many financial-aid specialists fear that needy students would be unable to make up the difference—especially if guaranteed loans were curtailed.

"The spill-over effect would be incredible," says Dallas Martin, executive director of the National Association of Student Financial Aid Administrators. "If people can't afford to come back to school, you may see some schools and programs closing. With more people out of school and on the streets, you'd have higher unemployment, too."

People

Richard Smith Beal, former professor of international relations at Brigham Young University, has been named director of the White House Office of Planning and Evaluation.

Douglas M. Costle, former Administrator of the U.S. Environmental Protection Agency, has been named a visiting scholar at Harvard University's School of Public Health and a lecturer at its John F. Kennedy School of Government.

Paul Craig Roberts, a senior fellow at Georgetown University's Center for Strategic and International Studies, has been named Assistant Secretary of the Treasury for economic policy.

David B. Swoap, legislative director for Sen. William L. Armstrong, Republican of Colorado, has been nominated as Under Secretary of the Department of Health and Human Services.

5th Annual National Conference On Remedial/Developmental Studies In Postsecondary Institutions

March 19-21, 1981 • Dayton, Ohio

Stouffer's Dayton Plaza Hotel & Dayton Conference Center
Hosts: Sinclair Community College & Wright State University

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Sessions will be offered to newcomers as well as veterans of developmental, learning assistance and educational opportunity programs in the areas of writing, speech, reading, study skills, math, counseling, advising, and tutoring. Major sessions will also be devoted to the design, development and management of developmental education, tutoring and learning assistance programs. Significant attention will be given to the use of microcomputers in assessment, instruction, record-keeping and scheduling. Numerous skill building sessions will be available for participants' professional development including an important session on the training and certification of developmental education specialists. A detailed program will be sent to all advance registrants.

Preconference Institutes
(Thursday, March 19, 1981, 1-5 p.m.)

"Basic Grantsmanship"—Jacqueline Woods, National Council for Resource Development & Harriet Buchanan, Appalachian State University

"Improving Management Through Networking"—Frank Christ, California State University at Long Beach

"Evaluating Developmental Education Programs"—Raymond Downs, Rutgers University & Carol Clymer-Walvaker, New Mexico State University.

"Developing a Comprehensive Tutor Training Program"—Beryl Brown, University of California at San Diego

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Advanced Registration (postmarked by Feb. 28, 1981): member $55.00; non-member $75.00 ..... $ _____

Late Registration (postmarked after Feb. 28, 1981): member $65.00; non-member $85.00 ..... $ _____
Registration fee includes attendance at all plenary and concurrent sessions, continental breakfasts, luncheon, brunch, hospitality, workshop handouts and conference materials.

Preconference Institute (indicate 1st, 2nd, 3rd choice) $15.00 ..... $ _____
_____ 1. J. Woods & H. Buchanan _____ 3. R. Downs & C. Clymer-Walvaker
_____ 2. F. Christ _____ 4. B. Brown

Good Times Banquet (optional, Friday evening 3/20/81) $14.00 ..... $ _____

Site Visits of Sinclair Community College & Wrights State University (Thursday morning, 3/19/81) $3.00 ..... $ _____

NARDSPE membership fee (new or renewal): $10.00 ..... $ _____

TOTAL FEES ENCLOSED: ..... $ _____

A check or money order payable to **NARDSPE** must accompany this registration form.
Mail to John Elder, Sinclair Community College, 444 W. 3rd Street, Dayton, OH 45402

Hotel Registration Information: $39.00 single; $50.00 double. For reservations contact Stouffer's Dayton Plaza Hotel, 5th & Jefferson, Dayton, OH 45402 (513-224-0800)

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of Higher Education

ISSN 0009-5982

February 23, 1981 • $1.25
Volume XXII, Number 1

News Summary

Articles on inside pages

Jean Mayer, a highly respected nutritionist, has put his considerable experience and expertise to work in an effort to improve the standing of Tufts University. Story on Page 3.

Campus protests over U.S. involvement in El Salvador have evoked memories of the early protests against the war in Vietnam. Story on Page 7.

University of California officials have expressed gratitude but not surprise at a state supreme court ruling upholding university affirmative-action programs. Story on Page 4.

A budget crunch in Idaho may lead to the closing of one state college and the elimination of all state support for intercollegiate athletics. Story on Page 8.

Officials at the Colorado School of Mines are pleased with an experiment that gives them less state aid but more control over the budget and the right to increase tuition. Story on Page 8.

Researchers have praised one federal agency's rules to protect human subjects, but have criticized another's. Story on Page 9.

A federal crackdown on ex-students who refuse to repay student loans has begun in Michigan, Ohio, and Wisconsin. Story on Page 9.

Works by distinguished academics lead the list of scholarly books planned for publication this spring. Story on Page 19 and list of new books on Page 21.

Textbook publishers have been urged to develop materials for use with computers. Story on Page 19.

Yugoslavia may be planning to take action against intellectual and academic dissent. Story on Page 15.

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The Reagan Budget: Some Effects on Higher Education

Pell Grants
Carter asked: $2,752,000,000
Reagan proposes: 2,486,000,000

National Endowment for the Arts
Carter asked: $175,000,060
Reagan proposes: 88,000,000

National Endowment for the Humanities
Carter asked: $170,000,000
Reagan proposes: 85,000,000

National Science Foundation
Carter asked: $1,353,500,000
Reagan proposes: 1,115,000,000

Health-professions education
Carter asked: $169,584,000
Reagan proposes: 120,000,000

Postal subsidies (including reductions for non profit mailers)
Reagan would cut: $632,000,000

Stories and tables on Pages 10 and 11.

New York's Ban on 'Unisex' Pension Tables Hit in Suit by EEOC; Equal Pay Act Cited

By Cheryl M. Fields

WASHINGTON

The U.S. Equal Employment Opportunity Commission has sued the New York State Insurance Department, charging that its recent refusal to let the Teachers Insurance Annuity Association begin using "unisex" insurance tables violates the federal Equal Pay Act and other civil-rights statutes.

The commission also told the U.S. District Court for the Southern District of New York that the ruling by Insurance Superintendent Albert B. Lewis conflicted with the court's decision in an earlier lawsuit against Long Island University.

In that case, the court held that the university could no longer contribute to annuity plans, such as T.I.A.A.'s, that use sex-based mortality tables. Those tables, which are based on the fact that the average woman lives longer than the average man and will collect retirement benefits longer, produce lower monthly pension payments for women than for men. The court said they violated Title VII of the Civil Rights Act of 1964, which bars bias in employment.

The commission asked the court to direct Mr. Lewis to approve the unisex mortality tables. It also asked for a permanent injunction against "disapproving any annuity contract form because it is based on a unisex mortality table."

The pension company proposed the unisex mortality tables after the New York court and a district court in Michigan ruled that it was illegal for Long Island and Wayne State Universities to continue contributing to pension plans that produced lower monthly retirement benfits for women than for men. At least nine lawsuits have been filed against the company challenging such payments.

On January 27 the insurance department rejected the unisex tables proposed by T.I.A.A. One reason the departme[illegible] d

Continued on Page 14, C[illegible]

Polish Government Recognizes Students' Union

WARSAW

In a move apparently designed to lessen the threat of nationwide strikes, the Polish government agreed last week to recognize an independent student union at the country's universities.

The agreement came almost a month after more than 10,000 students at the University of Lodz began sit-ins to press their demands for greater university autonomy and for recognition of their union.

Before announcement of the agreement last week, the protests had spread to at least 20 other institutions, including the Warsaw Medical Academy, Jagiellonian University in Cracow, and the Universities of Cracow, Poznan, and Warsaw. The government announced the agreement the day before the date the students had set for their nationwide strike.

While students at Lodz reportedly accepted the agreement at a late-night rally last Tuesday, leaders of the protests at several other institutions indicated that they would not call off the sit-ins until they had had a chance to study the document itself.

"Our strike continues," said a student leader at Jagiellonian University in Cracow. "After the signing, we shall review the agreement and see if it fits us."

At the University of Warsaw, the main gates remained locked and students put up banners saying, "The strike continues."

Even with such threats, however, the agreement appears to have averted what many observers here said would have been a serious crisis for the new government of General Wojciech Jaruzelski, the former Minister of Defense who took over as premier this month.

In an effort to reassure the Soviet Union

Continued on Page 15, Column 2

FACT–FILE

1979-80 Holdings of Research Libraries in U.S., Canada

University libraries †	Rank by overall size ‡	Volumes in library	Volumes added	Current serials	Spending for materials	Spending for salaries
Harvard U.	1	10,082,683	168,671	94,000	$5,001,716	$10,428,993
U. of California, Berkeley	2	5,753,731	156,577	102,199	3,391,896	8,970,402
Yale U.	3	7,401,953	155,758	57,891	3,114,825	7,092,021
Stanford U.	4	4,694,769	116,942	45,766	4,043,647	7,504,597
U. of California, Los Angeles	5	4,234,835	126,153	58,750	3,367,344	8,705,346
U. of Illinois	6	5,936,823	177,157	93,913	3,105,575	5,383,293
U. of Michigan	7	5,234,380	98,428	56,169	3,185,344	6,497,574
Columbia U.	8	5,016,460	91,991	58,697	2,756,222	7,514,383
U. of Toronto	9	4,448,310	127,866	42,244	3,314,473	8,826,042
Cornell U.	10	4,216,915	111,713	55,204	2,858,687	5,426,938
U. of Texas	11	4,547,508	141,315	60,000	2,680,062	5,651,570
U. of Wisconsin	12	3,631,669	156,485	54,083	2,797,166	5,592,551
U. of Washington	13	3,877,238	162,675	42,753	2,587,773	5,551,754
U. of Minnesota	14	3,807,570	68,554	45,443	2,309,764	5,897,481
U. of No. Carolina	15	2,604,404	117,282	37,529	2,825,763	4,079,527
Indiana U.	16	3,759,203	103,509	26,879	2,439,733	5,032,612
U. of Br. Columbia	17	2,107,463	88,598	33,011	2,457,842	6,183,584
Princeton U.	18	3,260,396	88,158	30,231	2,588,531	4,345,119
U. of Arizona	19	2,540,839	113,268	28,350	3,195,570	3,198,701
U. of Chicago	20	4,310,824	127,886	42,121	1,935,783	3,703,690
Ohio State U.	21	3,529,985	83,256	29,960	2,612,978	5,140,470
Rutgers U.	22	2,216,843	50,643	24,475	2,542,699	5,285,716
U. of Florida	23	2,162,982	83,638	31,221	2,981,715	3,343,449
U. of Virginia	24	2,431,322	79,480	23,360	3,031,146	3,534,827
Pennsylvania St. U.	25	2,149,603	57,464	23,805	2,196,853	4,960,136
U. of Pennsylvania	26	2,938,890	53,503	26,595	1,769,604	3,997,284
U. of California, Davis	27	1,606,266	80,722	42,759	2,218,189	4,408,212
New York U.	28	2,869,122	92,404	24,201	1,823,388	3,847,251
U. of Georgia	29	1,985,646	91,749	32,085	2,201,720	2,592,145
U. of So. California	30	2,035,570	77,717	28,310	2,012,526	3,339,604
Michigan State U.	31	2,613,447	96,836	34,149	1,739,402	3,474,405
Duke U.	32	3,085,654	62,815	27,387	2,010,336	3,235,199
Northwestern U.	33	2,806,320	72,381	25,977	2,065,770	4,043,361
U. of Iowa	34	2,295,266	78,296	28,935	2,308,660	3,033,352
U. of Alberta	35	2,066,444	85,921	14,330	2,276,681	4,708,848
State U. of New York, Buffalo	36	1,936,437	51,494	20,907	1,651,883	3,220,783
U. of Maryland	37	1,403,568	68,550	16,481	1,801,112	3,734,862
U. of Kansas	38	2,148,451	67,465	28,251	1,893,941	2,843,561
U. of Pittsburgh	39	2,246,371	79,682	14,877	1,535,284	3,388,232
Virginia Polytechnic Inst. and State U.	40	1,226,037	84,770	23,304	1,932,501	2,154,646
U. of California, San Diego	41	1,378,955	46,430	26,743	1,791,551	3,710,557
U. of Kentucky	42	1,792,048	39,004	33,866	1,591,131	2,488,371
U. of California, Santa Barbara	43	1,375,227	50,164	18,675	1,633,949	3,559,575
U. of Hawaii	44	1,736,122	72,483	29,601	1,609,089	2,898,177
McGill U.	45	1,995,899	56,505	15,729	1,505,851	5,183,866
U. of Missouri	46	2,016,647	50,023	20,747	1,690,303	2,076,606
Southern Illinois U.	47	1,630,825	44,886	20,316	1,625,451	2,730,942
U. of Cincinnati	48	1,254,306	49,706	17,509	1,637,405	3,152,741
Washington St. U.	49	1,231,724	41,825	29,140	1,325,771	2,714,141
Arizona State U.	50	1,468,650	84,022	17,716	$1,811,764	$2,126,024
Mass. Inst. of Tech.	51	1,797,623	37,652	19,136	1,219,275	2,652,960
Louisiana State U.	52	1,822,626	61,930	18,578	1,710,349	2,168,661
Syracuse U.	53	1,888,312	66,285	22,221	1,167,923	2,087,600
Boston U.	54	1,314,742	27,124	22,962	1,514,162	2,389,731
U. of South Carolina	55	1,819,230	66,823	16,727	1,509,066	2,161,646
Wayne State U.	56	1,839,429	34,497	13,426	1,422,709	2,857,309
Washington U.(Mo.)	57	1,798,711	44,015	15,003	1,485,884	2,193,932
Johns Hopkins U.	58	2,321,935	34,877	16,449	1,520,972	2,393,634
Howard U.	59	1,116,396	57,707	13,156	1,894,321	3,609,365
U. of Tennessee	60	1,354,369	40,406	25,157	1,521,950	2,114,837
Florida State U.	61	1,39[illegible]156	54,455	13,796	1,932,316	1,911,403
Temple U.	62	1,592,049	48,575	16,254	1,375,794	2,799,220
Texas A&M U.	63	1,299,644	58,815	15,347	1,659,190	1,930,063
U. of Connecticut	64	1,657,850	61,923	15,308	1,470,850	2,470,939
Iowa State U.	65	1,349,909	53,835	18,935	1,588,707	2,204,211
U. of Nebraska	66	1,494,040	52,525	22,081	1,541,332	2,020,343
Purdue U.	67	1,424,896	36,744	18,465	1,515,334	2,747,547
U. of Oklahoma	68	1,806,276	69,743	16,293	1,580,706	1,789,740
U. of Western Ontario	69	1,375,585	47,742	n/a	1,756,186	3,377,459
Brigham Young U.	70	1,464,218	53,259	17,009	n/a	n/a
Emory U.	71	1,636,344	48,186	15,223	1,418,792	1,876,791
U. of Utah	72	1,990,000	68,722	17,249	1,209,641	2,114,320
U. of Rochester	73	1,700,000	53,000	12,000	1,333,000	1,925,000
Georgetown U.	74	1,245,615	53,262	17,201	1,437,336	2,257,362
State U. of New York, Stony Brook	75	1,226,807	49,887	17,635	1,328,317	2,340,725
U. of Massachusetts	76	1,730,872	75,945	12,715	1,279,489	2,452,814
York U.	77	1,272,551	33,433	12,756	1,271,024	2,667,877
Vanderbilt U.	78	1,430,289	33,306	15,187	1,207,427	1,855,663
U. of Miami (Fla.)	79	1,343,442	42,342	14,876	1,395,637	2,051,995
U. of Colorado	80	1,852,904	41,023	12,690	1,039,934	2,374,802
U. of Houston	81	1,225,941	29,775	13,171	1,346,086	2,180,865
Queen's U.	82	1,370,670	42,958	17,947	1,393,874	2,421,935
U. of Oregon	83	1,474,358	49,476	20,000	1,244,319	2,106,963
State U. of New York, Albany	84	936,864	38,704	15,647	1,252,594	2,069,776
U. of New Mexico	85	999,973	37,169	15,658	1,176,548	1,890,113
U. of California, Riverside	86	983,200	35,502	14,010	1,227,884	2,102,294
Tulane U.	87	1,372,405	33,435	12,931	1,208,618	1,598,583
Brown U.	88	1,671,414	35,208	14,145	1,136,000	1,820,291
Dartmouth C.	89	1,390,717	42,979	17,553	1,161,501	1,473,822
Colorado State U.	90	1,232,923	46,509	16,781	874,798	1,884,093
McMaster U.	91	985,742	45,481	12,723	1,700,227	2,155,897
U. of Saskatchewan	92	1,000,138	40,092	10,182	1,280,683	2,062,430
Case Western Reserve U.	93	1,368,366	21,902	13,560	951,442	1,860,366
U. of Notre Dame	94	1,419,409	35,605	13,853	1,201,945	1,443,791
U. of Alabama	95	1,123,802	36,717	12,511	1,021,860	1,464,678
U. of Guelph	96	1,154,539	71,621	8,528	986,671	1,933,212
Rice U.	97	1,034,606	39,060	9,752	1,116,784	1,142,138
Kent State U.	98	1,352,092	48,641	8,576	850,669	1,295,620
Oklahoma State U.	99	1,253,052	22,250	9,585	735,946	1,114,000

† Libraries are not supposed to report figures for their branch campuses.

‡ Ranking by overall size is based on an index developed by the Association of Research Libraries for quantitative comparisons. The index takes into account volumes held, gross volumes added, microforms held, current serials received, expenditures for library materials, expenditures for binding, expenditures for salaries and wages, other operating expenditures, number of professional staff, and number of non-professional staff.

n/a Data not available.

SOURCE: ASSOCIATION OF RESEARCH LIBRARIES

Law-School Group to Vote on Accepting Brigham Young U.

PROVO, UTAH

The law school at Brigham Young University, prevented from joining the Association of American Law Schools for more than two years on the grounds that it violated an association ban on religious discrimination, has been unanimously recommended for membership by the organization's executive committee.

A formal vote to accept the school, whose parent institution is sponsored by the Mormon church, is expected to come next January at the annual meeting of the A.A.L.S.

John A. Bauman, executive director of the law-school association, said the committee agreed after a meeting in Houston this month that Brigham Young was complying with all A.A.L.S. requirements and that there was no evidence of religious discrimination or violations of academic freedom.

The committee's unanimous decision followed a protracted debate within the association over the meaning and application of an anti-discrimination clause in its bylaws. Efforts to reword the provision to make it easier for the association to accept Brigham Young were abandoned several months ago after many member schools objected to various portions of a proposed substitute.

The provision was originally adopted in 1950 to prohibit racial discrimination in admissions and employment. It was amended in 1969 to cover religious and sex discrimination as well.

Association leaders say the amendment was adopted perfunctorily and that apparently no one anticipated how controversial it would later become—despite the fact that many member institutions had church ties.

No other law schools have been found in violation of the ban on religious discrimination.

In the case of Brigham Young, however, some former association leaders have questioned its enforcement of a "code of honor" inspired by Mormon principles.

1978 Inspection

The code, which applies to behavior both on and off the campus, requires all students and employees of the university to "abide by the standards of Christian living taught by the Church of Jesus Christ of Latter-Day Saints."

Among other things, the code requires abstinence from sexual relations outside marriage and prohibits the use of alcoholic beverages, tobacco, tea, and coffee.

In 1978, an inspection team determined that the law school was not complying with the association's ban on religious discrimination. The following year, several members of the A.A.L.S. accreditation committee concluded that despite "astonishingly high quality," Brigham Young was effectively excluding employees who differed with Mormon principles and was therefore inhibiting "academic and personal freedom."

Critics also have pointed to what the law school's dean, Rex E. Lee, concedes is an "overwhelming dominance" of Mormons on the faculty and in the student body. In this year's entering class, only 4 of 150 students are non-Mormons, according to Mr. Lee. In addition, the tuition is 50 per cent higher for non-Mormons, on the grounds that more than half the operating expenses are paid from church tithes.

Mr. Lee has countered, however, that the law school does not intentionally exclude non-Mormons and that its practices therefore do not constitute "religious discrimination." He also has argued that a literal interpretation of the association's bylaw could produce a "chilling effect on religious freedom" and could violate the rights of the university.

Reacting to the executive committee's decision to recommend membership for the law school, Mr. Lee said it showed that "people of good will have simply thought the thing through and come to the conclusion that we do not pose a threat to legal education."

The Brigham Young law school, founded in 1973, was accredited by the American Bar Association in 1977 after a similar controversy over alleged violation of that organization's anti-discrimination standard. A proposal to liberalize the A.B.A.'s requirement is under review.

—ROBERT L. JACOBSON

Reagan's Budget Proposals: Drastic Retrenchments in Aid to Students, Arts, Humanities

By Janet Hook

WASHINGTON

The government would drastically curtail its commitment to aid middle-income college students, educational research, and the arts and humanities under the unprecedented $41.4-billion package of budget cuts unveiled by President Reagan last week.

The Administration's long-awaited economic proposals also called for a radical retrenchment of federal involvement in many other fields, ranging from museum services to science and technology—areas where officials say past spending levels cannot be justified in a time of severe economic constraints.

"Spending by the government must be limited to those functions which are the proper province of government," President Reagan told a joint session of Congress last Wednesday. "We can no longer afford things simply because we think of them."

Administration officials said the total economic package of spending cuts would save the government almost $50-billion in fiscal 1982, which begins October 1.

The proposals are only the first installment of reductions being planned by the Office of Management and Budget, spokesmen said. Another round of proposals, expected to save an additional $6-billion, is expected to be submitted to Congress on March 10, when the Administration sends up the details of last week's proposed cutbacks.

'An Unfortunate National Drift'

Precisely how much colleges and universities would lose under the budget, compared with the proposals President Carter sent Congress in January, is unclear, since Mr. Reagan's budget bases its cuts not on his predecessor's requests, but on different economic calculations that the new budget documents did not spell out.

A principal point of Mr. Reagan's budget is to make deep cuts in federal programs that benefit middle- and upper-income Americans. That strategy, the Administration said, will "arrest what has heretofore been an unfortunate national drift toward the universalization of social benefits."

A key element of that plan is a set of proposals to revamp student-assistance programs for which middle- and upper-income students have been eligible since 1978.

Awards to more affluent students under the Pell Grant program would be sharply reduced by modifying the formula with which students' need for financial aid is calculated.

Savings in the program, formerly known as the Basic Educational Opportunity Grants, would be realized by requiring families to contribute more money toward their children's college expenses.

Under existing law, families earning less than $25,000 a year are required to contribute up to 14 per cent of their disposable income. The Reagan plan would require them to contribute 20 per cent of their income to education costs, and wealthier families may be asked to pay even more.

Assuming that Congress would approve legislation making that change and other modifications of the formula for calculating a student's financial need, President Reagan requested $2.486-billion for Pell Grants, to provide awards of up to $1,750. The Carter budget had recommended that $2.752-billion be appropriated for the program, with a maximum award of $1,800.

For the current fiscal year, the revised Reagan budget would allocate $2.562-billion for Pell Grants. Because Congress has provided only $2.16-billion for the program this year, one O.M.B. official said he expected the Reagan Adminstration to ask it to appropriate enough to make up the difference.

The Administration also called for an end to the present federal policy of backing loans to students, regardless of their families' income.

To curtail the number of Guaranteed Student Loans going to middle- and upper-income people, the Administration would limit the size of loans to the amount a student needs to cover education costs, after other sources of student aid and family income are taken into account.

The loan-reform plan would reduce federal subsidies even for the neediest students, by ending the federal policy of paying the interest on loans while borrowers are still in college.

To cut costs in the new guaranteed-loan program for parents, President Reagan proposed increasing the interest charged from 9 per cent to market rates.

To further slow the rapid expansion of the guaranteed-loan program, the Administration proposed a drastic change in the the Student Loan Marketing Association, which provides a secondary market in which banks and other commercial lenders can sell their guaranteed loans.

By buying those loans with money borrowed from the Federal Financing Bank, "Sallie Mae" helps to free private capital for further student loans.

The Administration proposed eliminating the association's authority to borrow from the Federal Financing Bank—a step that will save the government $1.923-billion in fiscal 1982 alone, according to O.M.B. estimates.

Social Security

Another source of federal aid to college students would be cut off entirely, under an Administration proposal to eliminate Social Security payments to students.

Budget documents defended that proposal on the grounds that student aid is an "inappropriate and inefficient" use of Social Security funds and that the payments are unrelated to students' financial needs or educational costs.

President Reagan recommended that no new beneficiaries be allowed to enter the program after August, 1981, and that payments to the 800,000 students already receiving benefits be reduced by 25 per cent a year until recipients reach the age of 22.

The plan, which the Administration estimates will save the government $700-million in fiscal 1982 and even more in subsequent years, already has at least one leading Congressional backer. Sen. Lawton Chiles, Democrat of Florida, has said he will introduce an omnibus Social Security reform bill that will include plans for phasing out benefits to students.

The Administration's economic proposals are silent, however, on one student-aid area in which a new initiative had been expected. Tuition tax credits were not included in the Administration's tax-cut package, despite Mr. Reagan's campaign pledge to back such proposals.

In his address to Congress, however, President Reagan indicated that such credits would be among several other tax-reform measures he would pursue in the future.

Arts and Humanities

In other areas of interest to higher education, the Reagan budget asks for a complete overhaul of federal policy in the arts and humanities. Calling for increased emphasis on private, state, and local support for cultural activities, the President recommended a 50-per-cent reduction in funds for the the National Endowments for the Arts and Humanities, and the abolition of the Institute of Museum Services.

"While no one can deny that our lives are made richer by museums, the arts, and humanities," the Administration's budget documents said, "it is also true that they cannot claim the same sense of urgency or priority that must be assigned to programs providing the truly needy with the fundamentals of life."

While the Carter budget allocated $16.9-million for the museum institute in fiscal 1982, the Reagan Administration recommended that no money be appropriated next year and that the $12-million that Congress has already appropriated for fiscal 1981 be rescinded.

The Reagan budget requests only $85-million for the humanities endowment and $88-million for the arts endowment in fiscal 1982—down from the $151.7-million Congress appropriated for the humanities agency this year and the $159-million provided for the arts agency.

Joseph D. Duffey, chairman of the humanities endowment, said the 50-per-cent cut in his agency's budget would be "destructive of the whole thrust and direction of the endowment."

Educational research was another area deemed by the Administration to be a "relatively low priority" under present fiscal constraints.

As a result, President Reagan asked Congress to appropriate only $61-million for the National Institute of Education for fiscal 1982—down from the $84-million requested by the Carter Administration.

In addition, the Administration said, Mr. Reagan will withdraw his predecessor's request for an additional $4.9-million for the institute for fiscal 1981.

Also slated for sharp reductions are vocational-education programs—which, the Administration said, are not providing aid to the people who need it most. In 1978-79, it said, only 15 per cent of the students participating in vocational-education programs supported by the government were disadvantaged or handicapped or had a limited English-speaking ability.

President Reagan requested $623-million for those programs in fiscal 1982—a 20-per-cent cut from the $779-million requested by the Carter Administration.

The Reagan Administration also proposed a radical restructuring of federal help to elementary and secondary schools, in a plan that also touches several college-aid programs.

Twelve existing grant programs, including aid to states for adult education, would be consolidated into a single program of block grants that would be awarded to local education agencies.

Another block grant for state education agencies would be created to replace 35 separate programs, including teacher-training grants and the Women's Educational Equity program.

Postal Subsidy

The Reagan budget would reduce the postal subsidy provided for nonprofit organizations as part of the Administration's general plan to strike at "obsolete or inherently inefficient federal subsidies." The budget called for cutting payments for the nonprofit subsidy to $500-million in fiscal 1982. The Carter Administration requested $800-million for those payments.

With the Administration's cards now on the table, the House of Representatives' Subcommittee on Postsecondary Education scheduled three days of hearings this week on Mr. Reagan's proposals for student assistance, other college-aid programs, and the arts and humanities.

After hearing testimony from campus spokesmen, government officials, and representatives of college and student groups, the panel will prepare spending recommendations for programs under its jurisdiction.

According to Congressional budget procedures, those recommendations must be submitted to the House Budget Committee by March 15.

Reagan's Recommended Spending for Higher Education in Fiscal 1982

	Fiscal 1981 Estimated	Carter Fiscal 1982 Recommendations	Reagan* Fiscal 1982 Recommendations
Department of Education:			
Pell grants	$2,159,000,000	$2,752,000,000	$2,486,000,000
Guaranteed student loans	2,312,479,000	2,345,576,000	1,839,000,000
Vocational education	779,241,000	779,241,000	623,000,000
National Institute of Education	74,114,000	83,985,000	61,000,000
Institute of Museum Services	12,857,000	16,937,000	0
Department of Health and Human Services:			
Health-professions education	480,988,000	169,584,000	120,000,000
National Health Service Corps and scholarships	171,000,000	194,000,000	164,000,000
National Institutes of Health	3,594,000,000	3,849,000,000	3,764,000,000
Social Security student benefits	2,200,000,000	2,400,000,000	1,650,000,000
Other Agencies:			
Corporation for Public Broadcasting	162,000,000	172,000,000	129,000,00
National Endowment for the Arts	159,065,000	175,000,000	88,000,000
National Endowment for the Humanities	151,719,000	170,000,000	85,000,000
National Science Foundation	1,080,359,000	1,353,500,000	1,115,000,000
Sea-Grant Program	39,067,000	39,112,000	28,000,000

* Carter and Reagan recommendations for some programs are not directly comparable because of different economic assumptions and budgetary calculations.

SOURCE: OFFICE OF MANAGEMENT AND BUDGET

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THE CHRONICLE
of Higher Education

March 2, 1981 • $1.25
Volume XXII, Number 2

News Summary

Articles on inside pages

Novelty shows and comedians are doing well on the campus entertainment circuit this year—they're cheaper than rock bands. Story on Page 3.

Dismissals of tenured faculty members and closing of entire departments are being weighed by officials at two financially pressed universities in Michigan. Story on Page 5.

A $600,000 gift from the government of Libya has been returned by Georgetown University. Story on Page 4.

The University of San Francisco, a Roman Catholic institution, has refused to let an organization with lesbian members meet on its campus. Story on Page 2.

The Supreme Court has agreed to consider two college-related cases that raise questions about separation of church and state. Story on Page 11.

Two mathematics centers may be established by the National Science Foundation, after nearly a decade of debate. Story on Page 11.

New charges alleging sex bias in payment of pension benefits have been filed against several universities and the Teachers Insurance Annuity Association. Story on Page 13.

Higher education should be thought of as a $50-billion-a-year business in need of investment incentives, say college and university organizations. Story on Page 15.

The techniques of "new" social historians are being extended into uncharted territory—for instance, in Lary May's new book, *Screening Out the Past: The Birth of Mass Culture and the Motion Picture Industry*. Story on Page 19.

China has begun a campaign to restore the prestige of the teaching profession in the aftermath of the Cultural Revolution. Story on Page 17.

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Freshman Applications for Next Fall Up 13 Pct. from 1980, Survey Finds

By Jack Magarrell

Applications for admission to next fall's freshman classes are off to a strong start, according to the results of *The Chronicle* Survey.

Freshman applications at four-year colleges and universities, as of December 31, were 13 per cent ahead of the number received a year earlier, according to the survey of admissions officials across the country. The survey was conducted for *The Chronicle* by John Minter Associates, a higher-education research organization.

Private colleges had 7 per cent more applications on hand than they had had a year earlier, according to data from the survey's national sample. At public colleges and universities, the increase in early applications was even greater—up by an average of 16 per cent.

The general increase in freshman applications indicates that college enrollment in the fall of 1981 could again reach record highs.

A *Chronicle* Survey of freshman applications last June indicated that first-year classes would continue to grow this year despite a decline in the total number of 18-year-olds in the population.

Effects of Job Market

A *Chronicle* Survey of college enrollment last fall found the number of first-year students was 3.6 per cent higher than it had been a year earlier. The federal government's National Center for Education Statistics estimates that total college enrollment for the fall of 1980 was up by 3.2 per cent to a record high of 12,087,200.

The Census Bureau estimates that the number of 18-year-olds in the U.S. population declined by 1.6 per cent in the past year and by 3.4 per cent since the peak of 4,292,000 was reached in 1979.

The explanation usually offered by higher-education officials for last year's increase in enrollment is that the decline in the number of 18-year-olds was more than offset by the number of young people who decided to go to college because of a lack of attractive jobs.

The enrollment increase also reflected, to some degree, more intensive recruiting campaigns by many institutions, higher-education officials said.

At least some of the increase in applications reported as of last December 31 may be due to students' applying earlier in the year than their counterparts of a year ago.

The number of freshman applicants who actually enroll in the fall could be influ-

Continued on Page 6, Column 4

Schools of Education Tightening Programs in Response to Attacks on Teacher Training

By Beverly T. Watkins

DETROIT

After a decade in which criticism of the public schools and their teachers mounted dramatically, colleges of education are beginning to revamp their programs.

Many colleges are tightening their admissions standards and strengthening their curricula by requiring more general-education courses.

A few are adding another year to their traditional four-year programs to allow time for more academic work and practice teaching.

Most of the schools, colleges, and departments that are making changes are including large doses of "field-based" instruction—observing classes, correcting papers, helping teachers, and limited teaching—to their programs so potential teachers find out early in their training what their chosen profession is all about.

'Gulf' Between Classroom and Campus

Colleges of education have realized that "there is a broad gulf between teacher education at the college and university level and what goes on in a classroom," says Robert Benton, president of the Council of Chief State School Officers. "Little of what happens in the classroom gets translated into teacher education."

Coordinating teacher-training programs and schoolroom activities "is the only way we are going to improve teacher education and bring quality to the classroom," Mr. Benton told the annual meeting of the American Association of Colleges for Teacher Education here.

Pressures to overhaul teacher-training programs—and to do it without further delay—are coming from many directions:

▶ Congress has passed legislation that requires the education schools to train

Continued on Page 10, Column 1

Reagan's Cuts May Force 750,000 Students Out, Add to Huge Jump in Mail Costs, Colleges Warn

Postal Service

WASHINGTON

Higher mailing costs proposed by the Postal Rate Commission plus reductions in federal mail subsidies proposed in President Reagan's budget could add up to an increase of more than $25-million in higher education's operating expenses within the next two years.

The first round of increases in mailing costs for colleges and universities may be decided when the U.S. Postal Service's board of governors meets this week.

The proposed higher rates, which could become effective within 10 days of a decision by the board of governors, could

Continued on Page 16, Column 1

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Alice M. Rivlin, director of the Congressional Budget Office: "The most needy students could have difficulty obtaining loans."

Student Aid

By Janet Hook

WASHINGTON

As many as 750,000 students could be forced to drop out of college because of the Reagan Administration's proposed budget cuts for the coming fiscal year, higher-education representatives warned Congress last week.

Education officials said that middle-income families, independent colleges, and graduate students would be hit hardest by the Administration's sweeping austerity plan.

The bleak picture painted by campus officials and student-aid experts in testimony

Continued on Page 14, Column 1

CHRONICLE SURVEY

Changes in Number of Freshman Applicants
December 31, 1980, compared with December 31, 1979

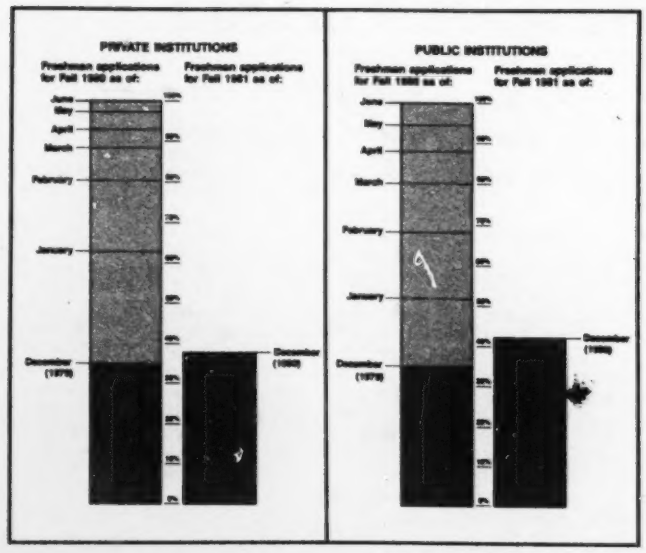
	Per cent change in average[1]	Per cent reporting increase	Per cent reporting decrease	Per cent change: Median[2]	Low[3]	High[4]
Private colleges and universities						
Research and Ph.D.-granting	+10.1%	78.6%	17.9%	+ 5.5%	+ 0.7%	+26.8%
Comprehensive	+ 5.9%	61.9%	33.3%	+ 6.4%	- 3.4%	+17.7%
Liberal arts	+ 5.4%	58.5%	38.7%	+ 8.3%	-10.0%	+19.7%
Regions						
Northeast and Mid-Atlantic	+ 5.0%	60.3%	35.6%	+ 4.7%	- 5.9%	+15.3%
Great Lakes and Plains	+18.1%	69.1%	30.9%	+ 9.6%	- 6.7%	+29.2%
Southeast	+ 2.2%	58.8%	35.3%	+ 3.6%	- 2.8%	+17.5%
West and Southwest	+12.4%	54.5%	36.4%	+ 0.8%	- 6.2%	+19.6%
Enrollment						
500- 999	+ 5.6%	55.8%	42.3%	+ 9.1%	-17.5%	+29.2%
1,000- 2,499	+ 8.6%	65.0%	32.5%	+ 9.2%	- 3.3%	+18.0%
2,500- 4,999	+ 5.1%	54.8%	35.5%	+ 3.2%	- 2.6%	-14.9%
5,000-10,000	+ 6.9%	75.0%	20.0%	+ 4.5%	0.0%	+20.0%
Over 10,000	+12.2%	76.9%	23.1%	+ 5.3%	- 1.5%	+18.4%
All private institutions	**+ 7.4%**	**60.5%**	**36.3%**	**+ 7.8%**	**- 8.2%**	**+19.9%**
Public colleges and universities						
Research and Ph.D.-granting	+10.9%	75.0%	22.9%	+ 8.7%	0.0%	+20.4%
Comprehensive	+24.6%	79.6%	14.8%	+21.6%	+ 2.8%	+42.0%
Regions						
Northeast and Mid-Atlantic	+ 8.2%	80.0%	20.0%	+10.1%	+ 1.1%	+24.0%
Great Lakes and Plains	+15.6%	76.2%	19.0%	+14.8%	+ 1.5%	+34.0%
Southeast	+19.6%	88.5%	11.5%	+20.4%	+ 4.7%	+42.3%
West and Southwest	+ 7.5%	57.1%	28.6%	+ 2.5%	- 4.7%	+15.8%
Enrollment						
500- 2,499	+45.9%	88.9%	—	+19.1%	+11.6%	+48.8%
2,500- 4,999	+16.5%	100.0%	—	+18.5%	+ 6.2%	+25.2%
5,000- 9,999	+20.1%	69.6%	21.7%	+23.9%	+ 0.1%	+34.8%
10,000-19,999	+13.4%	75%	25.0%	+18.6%	- 6.3%	+31.8%
20,000 and over	+12.3%	75.0%	21.9%	+ 6.3%	0.0%	+15.1%
All public institutions	**+16.3%**	**78.5%**	**16.8%**	**+18.4%**	**+ 2.1%**	**+36.7%**
All institutions	**+13.0%**	**66.8%**	**29.5%**	**+11.5%**	**- 4.6%**	**+25.8%**

Changes in Number of Paid Deposits
December 31, 1980, compared with December 31, 1979

	Per cent reporting increase	Per cent reporting decrease	Per cent change: Median[2]	Low[3]	High[4]
Private colleges and universities					
Research and Ph.D.-granting	40.0%	46.7%	- 4.1%	-14.8%	+25.7%
Comprehensive	67.4%	26.1%	+22.5%	- 3.1%	+50.4%
Liberal arts	57.3%	34.7%	+15.9%	-13.9%	+75.7%
Regions					
Northeast and Mid-Atlantic	58.0%	32.0%	+12.5%	-13.8%	+45.3%
Great Lakes and Plains	61.7%	34.0%	+23.1%	- 9.6%	+100.0%
Southeast	57.1%	39.3%	+12.5%	-12.2%	+38.1%
West and Southwest	54.5%	18.2%	+ 5.8%	- 4.2%	+34.3%
Enrollment					
500- 999	58.3%	36.1%	+15.4%	-26.7%	+62.5%
1,000- 2,499	62.9%	29.0%	+18.8%	- 9.3%	+59.0%
2,500- 4,999	52.6%	36.8%	+ 0.7%	- 8.6%	+34.5%
5,000-10,000	54.5%	36.4%	+11.7%	-14.2%	+55.5%
Over 10,000	50.0%	37.5%	0.0%	-13.3%	+29.3%
All private institutions	**57.7%**	**34.1%**	**+15.5%**	**-12.2%**	**+68.0%**
Public colleges and universities					
Research and Ph.D.-granting	60.0%	40.0%	+ 6.8%	-34.3%	+64.7%
Comprehensive	82.4%	11.8%	+17.1%	+ 4.9%	+46.9%
Regions					
Northeast and Mid-Atlantic	50.0%	37.5%	0.0%	- 5.7%	+189.7%
Great Lakes and Plains	83.3%	16.7%	+21.1%	+ 6.8%	+46.3%
Southeast	83.3%	16.7%	+12.5%	-28.1%	+37.1%
West and Southwest	100.0%	0.0%	0.0%	0.0%	0.0%
Enrollment					
500- 2,499	66.7%	0.0%	—	—	—
2,500- 4,999	100.0%	0.0%	—	—	—
5,000- 9,999	66.7%	33.3%	+21.1%	-22.0%	+61.0%
10,000-19,999	83.3%	16.7%	+41.7%	-27.0%	+78.4%
20,000 and over	66.7%	33.3%	+ 4.8%	- 4.4%	+42.3%
All public institutions	**78.9%**	**18.7%**	**+14.6%**	**- 4.7%**	**+51.2%**
All institutions	**64.4%**	**28.7%**	**+15.2%**	**- 9.6%**	**+62.1%**

[1] Percentage change in mean number of applications by December 31, 1980, compared with the mean for a year earlier.
[2] Half of the institutions reported changes greater than the percentage shown.
[3] The bottom one-fourth of the institutions reported changes smaller than the percentage shown.
[4] The top one-fourth of the institutions reported changes greater than the percentage shown.
Note: Survey data are from a stratified random sample of 715 four-year colleges and universities, excluding colleges with enrollment under 500. The response rate was 40 per cent. The response among private institutions was: Research and Ph.D.-granting, 28; comprehensive, 63; liberal arts, 106; all private institutions, 197. The response among public institutions was: Research and Ph.D.-granting, 48; comprehensive, 54; liberal arts, 0; all public institutions, 102. Results for "all private institutions," and "all public institutions" are weighted averages based upon the distribution of institutions by type.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES



CHRONICLE CHART BY PETER H. STAFFORD
SOURCE: CHRONICLE SURVEY BY JOHN MINTER ASSOCIATES

Applications for 1981 admission through last December 31 are shown as a percentage of 1980 applications.

Applications

Continued from Page 1

enced by the extent to which Congress accepts the reductions in student-aid funds recommended by President Reagan.

During the next several months, *The Chronicle* Survey will measure application trends at colleges and universities.

As a further measure of trends in freshman applications, *The Chronicle* Survey will monitor changes in the number of cash deposits received from prospective freshmen. Such a deposit usually represents a firmer intention to enroll than an application alone, according to admissions officers.

Increases Not Universal

The Chronicle Survey found 57 per cent of private colleges and universities had received more deposits by last December 31 than they had a year earlier; 34 per cent reported fewer deposits; 9 per cent reported no change.

Of public institutions, 77 per cent reported increases in the number of deposits; 18 per cent reported decreases; 5 per cent reported no change.

The increases in the number of applications are not universal. About 36 per cent of the private institutions and nearly 17 per cent of the public institutions reported fewer applications than they had at the same time a year earlier.

One-fourth of the private institutions reported decreases of 8 per cent or more.

The pattern of applications varied by region. For private colleges and universities, increases were most common in the Great Lakes and Plains regions, where 69 per cent reported an increase in applications.

Among public colleges and universities, 88 per cent of those in the Southeast reported increases in applications, compared with 76 per cent in the Great Lakes and Plains regions and 57 per cent in the West and Southwest.

Applications Up 10 Pct.

In the Southeast, the average number of applications rose by only 2.2 per cent at private institutions but by 19.6 per cent at public institutions.

The average number of applications received by research and Ph.D.-granting universities, both private and public, rose by about 10 per cent.

At private liberal-arts colleges and private comprehensive universities and colleges, the average number of applications rose by less than 6 per cent.

Comprehensive universities and colleges, as defined in *The Chronicle* Survey, are institutions that enroll more than 2,000 students and offer a liberal-arts program and at least two professional programs.

At public comprehensive colleges and universities, the average increase was nearly 25 per cent.

2-Year Colleges and Economy

Last fall, according to *The Chronicle's* enrollment survey, the number of freshmen enrolled at public institutions was up by 4.1 per cent, and at private institutions up by 1.5 per cent, over the previous fall.

The increase in first-year enrollment last fall was greatest in the Great Lakes and Plains states, where unemployment has been higher than in other sections of the country. It was strongest in community colleges, where the increase over a year earlier was 6.1 per cent.

The two-year public institutions are regarded as more sensitive than other colleges to shifts in the economy, with enrollment rising substantially when job opportunities are scarce.

The community colleges are not included in *The Chronicle*'s survey of applications for admission because they do not have advance application patterns similar to those of the four-year institutions.

The data in *The Chronicle's* survey are based on reports from a stratified random sample of 715 four-year colleges and universities. Institutions with fewer than 500 students were not included. The survey was designed and directed by W. John Minter, president of John Minter Associates, Box 107, Boulder, Colo. 80306.

The Chronicle Survey: a Continuing Series

The Chronicle Survey is a continuing series of reports based on surveys designed and conducted for *The Chronicle* by John Minter Associates of Boulder, Colo. Data from the surveys will provide the basis for an annual evaluation of the financial health of higher education by W. John Minter, president of the survey organization, and Howard R. Bowen, professor of economics and education at the Claremont Graduate School. Their first report based on *The Chronicle* Survey is to be published early in 1982.

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425 E WEST HWY
WASHINGTON D C 20014

E CHRONICLE
of Higher Education

ISSN 0009-5982

March 9, 1981 • $1.25
Volume XXII, Number 3

News Summary

Articles on inside pages

As chancellor of the State University of New York, Clifton R. Wharton, Jr., finds his job ranges from politicking with legislators to placating "seceding" students. Story on Page 3.

Athletic programs that don't receive direct federal aid aren't covered by an anti-sex-bias law, a federal judge has ruled. Story on Page 5.

A boom in oil exploration and development is producing "fantastic" opportunities for petroleum engineers and geologists, say engineering educators. Story on Page 6.

Few colleges are offering comprehensive programs for faculty members who want to revitalize their careers, a study finds. Story on Page 6.

President Reagan's budget cuts could threaten academic freedom and put some junior faculty members out of work, warns the American Association of University Professors. Story on Page 13.

A U.S. judge says the Federal Bureau of Investigation and the National Archives have failed to produce an adequate plan to protect valuable historical records. Story on Page 9.

Universities' problems in disposing of low-level radioactive waste will be eased by a new ruling from the Nuclear Regulatory Commission. Story on Page 9.

Thomas Horton and Daughters is such a small textbook company that some surprised faculty members still receive personal visits from its publisher. Story on Page 19.

More black students in South Africa are enrolling in white universities there, but they still must get permits to do so. Story on Page 17.

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New Reagan Budget Cuts Would End Science Foundation's Education Role

By Janet Hook

WASHINGTON

The primary source of federal aid for science education would be abruptly wiped out in a new round of budget cuts the Reagan Administration is reported to be planning for the National Science Foundation.

In proposals to be submitted to Congress this week, the Office of Management and Budget is expected to recommend that the foundation's allocation for science-education programs in fiscal 1982 be slashed to about $10-million. The Carter Administration had asked for $111.9-million.

The reduction would affect new graduate fellowships, teacher-training programs, and grants for curriculum development. Some funds for research are also thought to be slated for decreases.

Last month, in outlining $41.4-billion in proposed budget reductions for the coming fiscal year, the Reagan Administration called for less money for N.S.F. programs that it said were "narrowly focused" or "less critical to meeting the goals and objectives of the foundation." The February version of the Reagan budget allocated $1.115-billion for the foundation in fiscal 1982, instead of the $1.353-billion requested by former President Carter.

Although the budget documents did not specify how much of the overall reduction would come from science education, earlier draft proposals had indicated that the Administration planned to slice $47-million from the Carter request for that purpose.

Last week, however, Capitol Hill sources said further cuts were in store, under a plan that would abolish the education function of the foundation. According to Congressional aides, the $10-million to be requested for science education would be only enough to cover the expense of continuing the fellowships awarded in past years.

Administration officials last week confirmed that additional reductions would be proposed for the foundation, but refused to release any details. An N.S.F. spokesman said, however, that the new cuts would come from the agency's research

Continued on Page 14, Column 1

Rule Allowing Bishops to Veto Appointments in Theology Worries Some Catholic Educators

By Lawrence Biemiller

Some Roman Catholic educators in the United States are concerned that their academic freedom may be circumscribed by a proposed change in Catholic canon law.

The change would require anyone teaching theology or related courses in a Catholic college or university to have a "canonical mission"—essentially permission to teach—from the bishop in whose diocese the institution is located.

"This is in essence a veto power over appointments relating to theology," says the Rev. James Coriden, academic dean at the Washington Theological Union. Members of the Pontifical Commission for the Revision of the Code of Canon Law, he says, "want to have an instrument by which the Vatican can remove someone" whose teaching does not meet Rome's standards of orthodoxy.

The proposed canon is similar to a rule, previously applied only in colleges offering ecclesiastical degrees, under which the Vatican ousted Hans Küng, the liberal West German theologian, from his tenured chair in the theology department of the University of Tübingen in 1979. An ecclesiastical degree is recognized by the church as equivalent to a degree granted by Rome's Pontifical Gregorian University.

The new canon, numbered 767 in the most recent draft of proposed changes, is part of the first major revision of Catholic canon law, which was not formally codified until 1917. The draft was issued in Latin, and an official translation has not yet been made available in this country.

The concept of canonical mission has long been applied to priests, who must have the local bishop's permission to preach and to hear confession. The bishop has the right to deny such permission when it is requested and to withdraw it at any time.

No procedure for granting a teaching

Continued on Page 8, Column 1

Annenberg's $150-Million Gift to Public Television to Be Used to Produce Courses for Existing Colleges

By Malcolm G. Scully

WASHINGTON

Instead of creating a degree-granting "university of the air," as first proposed, Walter H. Annenberg's $150-million gift to the Corporation for Public Broadcasting will provide "venture capital" for the production of courses to be offered for credit by existing colleges and universities.

As originally visualized by Mr. Annenberg, who is the publisher of *TV Guide*, the gift would have supported the establishment of a nontraditional university, designed to enable lower- and middle-class students to obtain a college education more cheaply than they could at a residential institution.

"I feared that the day would come when they would be priced out of a college education," Mr. Annenberg said at a press conference here, where details of the gift were released.

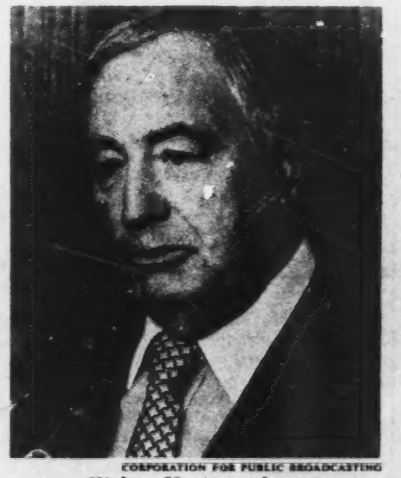
However, Mr. Annenberg said, the original concept has been revised to avoid creating an institution that would compete with existing colleges and universities and to include the development of noncredit courses for the elderly and other groups who may not be interested in earning a college degree.

$10-Million a Year

Robben W. Fleming, president of the corporation, added that the project "will not offer credit courses itself but will finance their production."

The committee that worked out the terms of the Annenberg gift—to be provided at $10-million a year over a 15-year

Continued on Page 15, Column 3



CORPORATION FOR PUBLIC BROADCASTING

Walter H. Annenberg

The Search for Oil Spurs Boom for Geologists, Petroleum Engineers

Enrollments are up, starting salaries high in energy-related fields

By Jack Magarrell

"The opportunities for petroleum engineers are just fantastic," John J. Day, head of the petroleum-engineering department at the University of Tulsa, said last week. "The demand is far greater than the supply."

Starting salaries offered to students who will receive bachelor's degrees in petroleum engineering this spring average about $28,000.

The oil industry's boom in exploration and development is having a decided effect on the colleges and universities that produce geophysicists, geologists, and petroleum engineers.

Geophysicists and geologists are hired to find oil; the petroleum engineers' job is to get it out of the ground.

"The industry is now enjoying a time when the demand is high and they're out there hiring as many talented young people as they can get," said Robert E. Boyer, dean of the college of natural sciences at the University of Texas at Austin.

"I don't think we're going to solve our energy problems in the foreseeable future," said W. Douglas Von Gonten, head of the petroleum-engineering department at Texas A&M University. "Consequently, I think the demand is going to stay high."

Enrollment in petroleum engineering has more than tripled in the past eight years, said Mr. Von Gonten, who for several years served on the manpower-study committee of the Society of Petroleum Engineers.

Since 1973, the number of degrees awarded each year in petroleum engineering has grown from 300 to 900, and the number of students in petroleum engineering has increased from under 2,000 to 7,000.

Catching Up with Demand

The number of graduates per year soon will reach 1,100 or 1,200, he said. "We're not keeping up with demand now, but we will in a couple of years."

Texas A&M's petroleum-engineering department, with over 1,000 undergraduate students, is the country's largest. In 1973, the department had only 170 students.

The department of geological sciences at the University of Texas at Austin has 200 graduate students and gets enough applications to triple that enrollment if it wanted to, Dean Boyer said. At the undergraduate level, the 650 students majoring in geology are taxing that department's facilities, he said.

Enrollment in geology has been increasing by 10 to 25 per cent a year, Mr. Boyer said. He expects growth to continue, although not at the rapid pace of the past few years.

He does not expect the demand for geologists to decline as it has at times in the past, he said, because of the intensifying search for scarce natural resources—for water and metals as well as oil and other energy sources.

When young geologists and petroleum engineers with fresh bachelor's degrees are offered jobs with starting salaries of $28,000, many of them decide they can't afford to spend additional years in graduate school.

At the University of Tulsa, about three-fourths of the 50 graduate students are foreign. Nearly all of the U.S. citizens in the graduate program have bachelor's degrees in a field other than petroleum engineering, the Tulsa department head said.

'Hurting for Faculty Members'

Mr. Day said competition from industry had also made it difficult to recruit faculty members.

"Most of the schools are hurting very badly for faculty members," he said. "It's becoming virtually impossible to find someone with a Ph.D."

At Texas A&M, Mr. Von Gonten said his department had six vacancies to fill right now.

Dean Boyer at Austin said that recruiting faculty members in geology also had become more difficult because "potential faculty members have more options than they did in the past."

Latest projections from the National Center for Education Statistics show a 65-per-cent increase in the number of bachelor's degrees in petroleum engineering between 1979 and 1985.

The only engineering specialties for which greater increases were projected were aerospace, up 102 per cent, and mining, up 67 per cent.

The projected increase in the number of bachelor's degrees in all engineering specialties between 1979 and 1985 is 38 per cent.

From the 1979 total of 53,021, the number is expected to reach 73,400 in 1985, then drop to 65,100 by 1990 as decreases in the college-age population begin to affect college enrollment in general.

Continuation of a strong job market for engineering graduates could offset the general decrease in college enrollment and result in a larger crop of engineers than projected for 1990, the N.C.E.S. said.

The Bureau of Labor Statistics has projected an increase of nearly 27 per cent in jobs for engineers between 1978 and 1990.

A manpower study by the National Petroleum Council a year ago concluded that universities would be able to meet the growing demand for geophysicists, geologists, and petroleum engineers.

Erosion of Quality Possible

Because of the high salaries offered to graduates with bachelor's degrees in those disciplines, the study said, a decline in graduate enrollment could "erode the quality of engineering education and eventually lead to manpower constraints in terms of quality and quantity."

The manpower study reported that a shortage of graduates in petroleum engineering had been overcome by employers' hiring graduates in other disciplines. In 1978, employers were able to hire only two-thirds as many petroleum-engineering graduates as they wanted, the report said.

"The growth in petroleum-engineering-school enrollments is expected to produce graduates equaling or exceeding the demand during the 1981-1983 period," the report said. "The two greatest concerns of petroleum engineering schools are that present growth rates will produce a significant surplus of [bachelor of science] graduates and that insufficient enrollment in graduate programs will result in a shortage of qualified faculty in the next decade."

The report said oil-well drilling activity is expected to grow at a yearly rate of 3 to 5 per cent in the 1980's.

In this decade, the need for geophysicists will increase at a rate of 6 to 7 per cent a year, the report estimated, rising from 600 to 700 geophysicists per year in the early 1980's to 1,200 to 1,300 later in the decade.

The predicted annual demand for geophysicists is two or three times as great as the total number graduated annually by institutions awarding degrees in that field, according to a 1978 survey by the International Association of Geophysical Contractors.

In recent years, the manpower study said, a shortage of graduates with master's degrees in geology has forced oil companies to hire more people with bachelor's degrees.

UNIVERSITY OF TULSA

Petroleum-engineering students work on a full-scale drilling rig in a research laboratory at the University of Tulsa.

Bachelor's Degrees in Engineering

Engineering specialty	Actual 1969	Actual 1979	Projected 1985	Projected 1990
Aerospace	2,625	1,386	2,800	2,500
Agricultural	435	721	900	700
Chemical [1]	3,542	5,568	8,600	7,700
Civil	5,888	9,809	12,100	10,500
Electrical	11,600	12,338	15,500	13,700
Environmental	44	309	500	500
General	1,629	4,110	4,300	3,900
Industrial	2,958	2,785	4,500	3,900
Mechanical	8,464	10,107	15,900	14,300
Materials [2]	908	1,021	1,500	1,300
Mining [3]	172	600	1,000	1,000
Nuclear	170	545	600	600
Petroleum	211	787	1,300	1,200
Miscellaneous	2,592	2,935	3,900	3,300
Total	41,248	53,021	73,400	65,100

[1] Includes petroleum refining engineering.
[2] Includes ceramics and metallurgical engineering.
[3] Includes mineral engineering.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Few Colleges Found to Offer Career Planning for Professors

WASHINGTON

Few colleges and universities are providing comprehensive career-development programs for their tenured faculty members, although some have begun to offer short-term opportunities for mid-career planning, according to a study by the American Association for Higher Education.

"Relatively few higher-education institutions are consciously addressing the need for new options for faculty," said Roger G. Baldwin, the director of a project to identify campus programs for mid-career faculty members who want to "revitalize" their jobs.

He presented preliminary findings from the study, called Academic Careers Unlimited, at the association's annual conference here last week. The project included programs at about 50 higher-education institutions.

Mr. Baldwin said the study, an informal six-month assessment, indicated that "very few current programs offer a comprehensive, sequential approach to academic career development." Most, he said, are designed "from a narrow perspective in response to a specific institutional need. They fail to give full attention to the career objectives of an individual faculty member."

For example, he said, "if history enrollments are declining and the college needs teachers for technical writing, the administration may develop a seminar and ask faculty members if they are willing to take classes. That's O.K. if it fits the needs of the individual, but if someone is taking a class just to keep his job, it's not very satisfactory."

High Payoff for Retraining

Typically, faculty career-development projects include retraining programs, off-campus internships in business and industry, faculty exchanges, workshops, and individual projects. Faculty retraining is the most widely offered option, Mr. Baldwin said, "because retraining has a higher payoff for the institution."

Many efforts at faculty-career development are "one-shot affairs," according to the study. "They give faculty the opportunity to grow professionally, and then return them to their original, unchanged, and often unsupportive environment."

Mr. Baldwin predicted that more colleges and universities would provide career-planning opportunities for their faculties, but, he said, "I am not certain how many formal comprehensive programs will be developed. These programs are quite costly. Institutions may have to find ways to address this issue that are not so expensive."

Commenting on the findings, the association's president, Russell Edgerton, said higher-education institutions needed to pay closer attention to "the nature and structure of faculty careers" and not just provide "more professional development."

He pointed out that "business organizations have human-resource development, which is a conscious part of corporate management. They make a systematic, comprehensive review of their people. They ask, 'How are they doing?' and 'How are we bringing them along?' They do this all the time.

"In colleges, the closest thing to that is done by the provost or the chief academic officer. Personnel-management functions are part of a huge number of other things administrators do. Academics don't think personnel management is much fun. It's too nitty-gritty. So they do it occasionally and *ad hoc*-ish."

'An Immobilized Profession'

Meanwhile, said Mr. Edgerton, "large numbers of faculty in colleges and universities across the country are going about the motions of teaching and research without energy, enthusiasm, or a sense of purpose."

Those faculty members, middle-aged and tenured, are part of what Mr. Edgerton called "an immobilized profession." He said that many had "come to realize they might be spending the next 20 to 25 years right where they are—and they feel trapped."

The study found that institutions with career-development programs for faculty members were sometimes able "to replace part-time teachers with underutilized full-time teachers," reducing the number of adjunct faculty members they had to pay and avoiding faculty layoffs.

The study also found that after working off the campus, faculty members had "more liberal attitudes toward curricular innovations."

Mr. Baldwin said the study suggested that some faculty members who say they want to rejuvenate their careers do not participate in a career-development program "because they have bought into the traditional value system. They think considering a career option is breaking the vows of the academic profession. They wonder what people will think of them if they are interested in a new career."

The challenge is "how to get faculty members involved in career planning without threatening them," he said.

The final report of the study, which was financed by the Fund for the Improvement of Postsecondary Education and the Lilly Endowment, will be published this spring.

--BEVERLY T. WATKINS

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p. 1, 12-13.

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CHRONICLE
of Higher Education

March 16, 1981 • $1.25
Volume XXII, Number 4

News Summary

Articles on inside pages

A philosophy professor is teaching "practical ethics" to veterinary students. Story on Page 3.

A genetics researcher has resigned his post at the University of California at Los Angeles, following an investigation of unauthorized treatments for anemia patients. Story on Page 8.

An initial ruling on collective-bargaining units favors one of two unions competing to represent faculty members in the California State University and Colleges. Story on Page 5.

Computers are helping the National Collegiate Athletic Association choose teams for the Division I basketball tournament. Story on Page 7.

Colleges and universities are beginning to cooperate with high schools on programs to improve education. Story on Page 10.

Corporations are receiving conflicting advice on whether to increase or decrease their contributions to colleges this year. Story on Page 7.

The director of the National Science Foundation, a Carter appointee, supports President Reagan's dramatic cuts in his agency's education and research programs. Story on Page 11.

Most mailing costs will increase for colleges and universities under new rates adopted by the U.S. Postal Service. Story on Page 11.

The university "is operating in an increasingly strange educational environment," says *Third Wave* author Alvin Toffler. Story on Page 17.

A black track star who "runs with the whites" may have to sneak out of South Africa to attend a California college. Story on Page 15.

The Soviet Union must revamp its applied research to fulfill its next five-year plan, Leonid I. Brezhnev tells the party congress. Story on Page 15.

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Reagan Proposes Cuts for Libraries, International Education, Renovation

By Janet Hook

WASHINGTON

Federal grants for college libraries, international education, and renovation of campus buildings have been added to the Reagan Administration's budget-cutting agenda.

A handful of education programs, including direct loans to poor students and aid to black colleges, were slated for increases, under the second installment of President Reagan's spending plan for this fiscal year and next.

The latest version of the Administration's budget for fiscal 1982, which was unveiled last week, included $13.8-billion in new budget reductions on top of the $34.8-billion in savings proposed last month.

Over all, the Administration requested $12.4-billion for the Department of Education—some 25 per cent less than the $17-billion requested by the Carter Administration. About $6-billion of the total was earmarked for aid to higher education.

One Senate committee already has declined to endorse the President's entire plan for reducing education spending.

In its recommendations to the Senate Budget Committee for fiscal 1982, the Committee on Labor and Human Resources submitted a plan for reducing the Department of Education's budget by only 12 per cent.

It recommended that Congress's budget for 1982 include $2.9-billion for Guaranteed Student Loans—$1.15-billion more than President Reagan requested. The committee also refused to endorse cuts requested by the Administration for Pell Grants and concluded that $2.7-billion should be provided—about $200-million more than the President requested for fiscal 1982.

$5-Million Less for Libraries

The Administration budget documents sent to Congress last week provided details of proposals outlined last month, including plans to revamp federal student-aid programs and eliminate Social Security benefits for college students. The budget also called for the elimination of funds for a $5-million program of grants for college libraries.

Other new proposals would:

▶ Reduce spending for international education from $28-million to $20-million in fiscal 1981 and 1982.

▶ Eliminate the $10-million provided for fiscal 1981 to help colleges renovate campus buildings to provide access for the handicapped.

▶ Rescind the $14.55-million Congress appropriated to finance loans to colleges for housing construction.

In one of the few instances in which the Reagan Administration recommended an increase in fiscal 1982, the budget asked $311-million for National Direct Student Loans, including $286-million for loan capital. The continuing appropriations resolution under which education programs are now operating provided only $186-million for direct-loan capital this year.

Education Secretary Terrel H. Bell told a House subcommittee last week that he expected the extra money for direct loans to help students who might have difficulty obtaining guaranteed loans under the Administration's plan to restrict the amount that may be borrowed from private lenders.

Grants to black colleges and other developing institutions also would receive a slight boost under the Administration's request for $129.6-million in fiscal 1982—up from the $120-million appropriated this year. The 1982 request would still be $23-million less than the amount requested by the Carter Administration, however.

The extra money for developing colleges would be used to initiate the new challenge grants that were authorized by the Education Amendments of 1980 to encourage

Continued on Page 13, Column 4

Rewards of Being No. 1

When DePaul put its comptroller in charge of men's basketball, many thought it confirmed suspicions that making money was all-important

By Lorenzo Middleton

CHICAGO

The DePaul University basketball success story shows up clearly in the institution's financial ledgers.

In the late 1960's, when the Blue Demons were losing as many games as they were winning, the basketball program was the major cause of a growing deficit in the athletic department. Today, with the team ending its second straight season with the rating of No. 1 in the country, basketball is the only one of DePaul's 10 varsity sports that is making money.

The financial growth of DePaul basketball—from a $200,000 program that was losing money in 1970 to a $1.5-million program that will turn a profit this year—is an example of how a medium-sized university can reap the rewards of big-time athletics without investing in an expensive football program.

In the past two years, the DePaul basketball team has brought an unprecedented sense of pride and identity to the 73-year-old Catholic university, most of whose 13,000 students live off the campus.

But DePaul's success also led to the resignation of the athletic director, who warned that the university might be placing too much emphasis on the money-making aspect of the sport.

The Rev. Robert H. Gielow resigned as acting athletic director

Continued on Page 7, Column 1

BATTIE WIGAND

Ray Meyer, basketball coach at DePaul since 1943, was relieved of other work in 1971 so he could build up the team.

Fifth Annual Institute for Directors and Staff of

College Learning Centers

June 21-26, 1981
University of California, Berkeley

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Science Budget Cuts *Continued from Preceding Page*

O.M.B. memo and said that he and his staff had had little leeway in deciding which programs should receive additional funds and which should be cut.

Budget provisions for other areas:

Biomedical research. The Reagan budget asks Congress to rescind $126-million of the $3.6-billion slated for the National Institutes of Health this year under a continuing resolution. About $50-million of the reduction would be made by the various institutes in training grants and payments to institutions whose students receive such grants.

Another $21-million would be cut from the institutes' biomedical-research grants, said Donald S. Fredericksson, the N.I.H. director, and the rest would come from small cutbacks throughout the agency.

He said the rescission would be modest, considering the reductions proposed by the Administration for other agencies. There would, he said, be money for about 4,900 new research grants and 10,000 research traineeships in the current fiscal year, the same as in fiscal 1980.

If Congress accepts the President's proposals, the N.I.H. budget would grow from $3.512-billion in fiscal 1981 to $3.762-billion in fiscal 1982, an increase of slightly more than 7 per cent.

Mental-health research. The Administration asked for a $10-million rescission in the $152-million research budget of the National Institute of Mental Health for the current year, but in fiscal 1982 it would allow the reduced figure to go up $2-million, to $144-million.

The budget called for $19-million to be rescinded from the $93-million available in the current fiscal year for clinical and research training under the mental-health agency. Spending for clinical training would be phased out in fiscal 1982, under Administration proposals, but the 1982 budget included $59-million for research training.

Research on alcohol and drug abuse. Funds for research and training financed by the National Institute on Drug Abuse would drop slightly under Mr. Reagan's plan, from about $53.7-million this year to $51-million in the coming fiscal year. Spending for research and training by the National Institute on Alcohol Abuse and Alcoholism would increase slightly, from $28.1-million this year to $29-million next year.

Health professionals. The budget asks Congress to rescind some $212-million of an estimated $480-million for the Department of Health and Human Services' programs to train health professionals in the current fiscal year. It also would call for just $120-million for such programs in fiscal 1982, in line with its plan "to remove incentives for expanding the supply of health professionals, especially in those fields where the national supply is adequate or anticipated to be in surplus within the near future."

Defending plans to cut back aid to

FACT–FILE

Funds for Higher Education in Dept. of Education Budget

	Actual Fiscal 1980	Fiscal 1981 Estimated	Fiscal 1981 Supplementals (+) and Rescissions (–)	Fiscal 1982 Requested
Student assistance:				
Pell grants:				
Grants	$2,415,328,000	$2,159,000,000	+$661,000,000[1]	$2,486,000,000
Institutional allowance	26,000,000	0	0	0
Supplemental opportunity grants	370,000,000	370,000,000	0	370,000,000
College work-study	550,000,000	550,000,000	0	550,000,000
State student-incentive grants	76,750,000	76,750,000	0	76,750,000
National direct loans	300,800,000	200,800,000	0	311,000,000
Guaranteed student loans	1,609,344,000	1,950,296,000	0	1,773,846,000
National student-aid commission	0	0	+750,000	1,000,000
Programs for the disadvantaged	147,500,000	159,500,000	0	159,500,000
Educational outreach[2]	15,000,000	15,000,000	–12,800,000	0
Graduate support:				
Graduate/professional opportunities	8,850,000	11,000,000	0	11,000,000
Public-service fellowships	4,000,000	2,000,000	–2,000,000	0
Mining fellowships	4,500,000	1,150,000	–1,150,000	0
Institutional assistance:				
Developing institutions	110,000,000	120,000,000	0	129,600,000
Minority institutions science improvement	5,000,000	5,000,000	0	5,000,000
International education	20,000,000	28,000,000	–8,000,000	20,000,000
Cooperative education	15,000,000	23,000,000	0	23,000,000
Veterans cost-of-instruction	14,380,000	12,039,000	–12,039,000	0
Construction loan subsidies	29,000,000	26,000,000	0	25,500,000
College housing loans	13,857,000	14,550,000	–14,550,000	0
Architectural barriers removal	0	10,000,000	–10,000,000	0
Library resources:				
College libraries	4,988,000	4,988,000	0	0
Research libraries	6,000,000	6,000,000	0	6,000,000
Training & demonstration	1,000,000	1,167,000	0	1,167,000
Professional development:				
Teacher centers	13,000,000	13,000,000	–3,250,000	0[3]
Teacher corps	30,000,000	30,000,000	–7,500,000	0[3]
Pre-college science teacher training	2,500,000	2,500,000	–625,000	0[3]
Vocational education	779,241,000	779,241,000	–194,811,000	623,393,000
Adult education	122,600,000	120,000,000	–30,000,000	0[4]
Women's educational equity	10,000,000	10,000,000	–2,500,000	0[3]
Bilingual training grants	31,841,250	32,075,000	0	32,075,000
Rehabilitation training	28,500,000	25,500,000	–5,100,000	0[5]
National Institute of Handicapped Research	31,488,000	35,000,000	–7,000,000	0[5]
Legal training	5,000,000	4,000,000	–3,000,000	1,000,000
National Institute of Education	74,114,000	74,114,000	0	61,000,000
Fund for Improvement of Postsec. Ed.	13,500,000	13,500,000	0	13,500,000
Natl. Ctr. for Education Statistics	9,947,000	9,947,000	0	9,947,000
Institute of Museum Services	10,900,000	12,857,000	–12,357,000	220,000
Office for Civil Rights	45,847,000	46,915,000	0	49,396,000
Handicapped education:				
Innovation and development	20,000,000	20,000,000	–5,000,000	12,250,000[3]
Personnel development	55,375,000	58,000,000	–14,500,000	0[3]
Vocational, postsecondary programs	2,400,000	4,000,000	–1,000,000	1,800,000[3]
Aid to land-grant colleges	2,700,000	2,800,000	0	0

1– Includes $258,000,000 to cover deficit in previous year.
2– Includes three programs consolidated by the Education Amendments of 1980: educational information centers, university community services, and state postsecondary commissions.
3– Program included in block grants for state education agencies.
4– Program included in block grants for local education agencies.
5– Program included in social-service block grants to be administered by the Department of Health and Human Services.

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nursing schools and students, despite the shortage of nurses in many hospitals, an Administration spokesman said that the problem in nursing appeared to be in finding ways to keep nurses, not to educate them. "We do not know what type of federal assistance would help keep nurses on the job," he said.

Agricultural research. Arguing that increasing farm productivity is "an important part of the federal government's agricultural policies," the Reagan Administration proposed increasing support for research and extension activities by approximately $13-million in fiscal 1982.

Space science. As indicated in Mr. Reagan's earlier budget estimates, support for the National Aeronautics and Space Administration would be reduced substantially below the level proposed by President Carter in his version of the 1982 budget.

Under the Reagan plan, support for N.A.S.A.'s general science programs also would drop, and new and ongoing projects, including some Spacelab experiments, would be deferred.

Energy research. Overall support for general research at the Department of Energy, some of which goes directly to researchers at colleges and universities, would fall by about $54-million in fiscal 1982.

Mr. Reagan also is expected to ask for a $2-million rescission from the amount appropriated for energy research in the current fiscal year, although it was unclear what programs would be affected by the cut.

Final figures were not ready for a number of other government research programs. Officials at the O.M.B. said last week they would supply detailed spending requests for all government agencies to Congress as soon as they were available.

Last week, leaders in the House agreed to a timetable for the budget, which calls for final action on the President's proposals by late July.

If Congress sticks to that schedule, the House should have completed its work on the 1982 budget resolution by April 15. The resolution will set spending ceilings, which the appropriations committees must follow in drafting their funding measures. Lawmakers also expect to complete action on all rescission requests and supplemental appropriations bills for fiscal 1981 by that time.

FACT–FILE

Funds for Higher Education in Other Federal Agencies

DEPARTMENT OF HEALTH AND HUMAN SERVICES

	Actual Fiscal 1980	Fiscal 1981 Estimated	Fiscal 1981 Supplementals (+) and Rescissions (–)	Fiscal 1982 Requested
Alcohol, Drug Abuse, & Mental Health Administration:				
Mental-health research and training	$233,213,000	$246,006,000	–$29,000,000	$203,000,000
Drug-abuse research and training	54,567,000	53,762,000	–1,000,0000	51,000,000
Alcoholism research and training	29,034,000	28,142,000	–1,000,000	29,000,000
Health Resources Administration:				
Health professions education, total	476,242,000	480,988,000	–212,000,000	120,000,000
Institutional assistance	82,916,000	83,668,000	–74,000,000	0
Financial distress grants	7,000,000	10,000,000	0	7,000,000
Nursing programs	106,236,000	106,250,000	–63,000,000	14,000,000
Aid to disadvantaged students	19,418,000	19,568,000	0	20,000,000
Public health/health administration training	17,000,000	17,000,000	–10,000,000	6,000,000
Primary care/family medicine training	65,000,000	59,000,000	–16,000,000	44,000,000
Area health education centers	21,000,000	21,000,000	0	16,000,000
Health services research, technology	34,000,000	35,000,000	–1,000,000	20,000,000
Health Services Administration:				
National Health Service Corps scholarships	80,000,000	80,000,000	–16,000,000	38,000,000
Maternal, child health research & training	33,120,000	30,000,000	–6,000,000	0
National Institutes of Health:				
Cancer Institute	$999,869,000	$1,009,844,000	–$25,386,000	$1,026,000,000
Heart, Lung, & Blood Institute	527,488,000	563,743,000	–23,868,000	580,000,000
Institute of Dental Research	68,303,000	72,260,000	–1,985,000	75,000,000
Institute of Arthritis, Metabolism, & Digestive Diseases	341,206,000	374,767,000	–11,179,000	380,000,000
Institute of Neurological Disorders & Stroke	241,966,000	255,878,000	–6,484,000	276,000,000
Institute of Allergy & Infectious Diseases	215,364,000	234,637,000	–3,884,000	244,000,000
Institute of General Medical Sciences	312,468,000	336,144,000	–21,050,000	341,000,000
Institute of Child Health & Human Development	208,953,000	225,190,000	–7,748,000	231,000,000
Institute on Aging	69,988,000	76,832,000	–2,213,000	84,000,000
Eye Institute	112,989,000	120,900,000	–4,696,000	132,000,,000
Institute of Environmental Health	83,893,000	98,467,000	–6,056,000	110,000,000
Research Resources	169,196,000	184,439,000	–10,745,000	191,863,000
International Center	8,987,000	,9,291,000	0	9,589,000
Library of Medicine	43,979,000	45,823,000	–341,000	47,677,000
Total N.I.H.	$3,429,000,000	$3,594,000,000	–$126,000,000	$3,762,000,000

OTHER AGENCIES	Actual Fiscal 1980	Fiscal 1981 Estimated	Fiscal 1981 Supplementals (+) and Rescissions (–)	Fiscal 1982 Requested
Action:				
Peace Corps	$99,924,000	$105,000,000	–$10,000,000	$95,000,000
VISTA	32,796,000	36,850,000	–1,750,000	22,500,000
Corporation for Public Broadcasting	152,000,000	162,000,000	0	129,000,000
National Arts Endowment	154,610,000	159,065,000	0	88,000,000
National Humanities Endowment, total	150,100,000	151,299,000	0	85,000,000
Public programs	21,300,000	21,450,000	0	8,400,000
Education programs	16,483,000	16,770,000	0	10,700,000
Fellowship programs	14,800,000	15,805,000	0	9,200,000
Research programs	14,717,000	18,000,000	0	13,000,000
Special programs	10,500,000	10,550,000	0	4,500,000
Challenge grants	27,000,000	24,000,000	0	9,600,000
Sea-Grant program	35,984,000	39,067,000	0	1,800,000
Veterans' education and training	2,373,535,000	2,039,808,000	+217,500,000	1,658,000,000
National Science Foundation, total	$975,130,000	$1,095,990,000	–$83,000,000	$1,033,500,000
Research:				
Mathematical & physical sciences	226,991,000	257,080,000	–8,860,000	295,410,000
Astronomical & earth sciences	218,054,000	236,150,000	–8,140,000	253,150,000
U. S. Antarctic program	55,836,000	64,700,000	0	70,100,000
Ocean drilling programs	19,473,000	22,000,000	0	26,000,000
Biological & social sciences	185,661,000	198,102,000	–15,000,000	171,980,000
Engineering	76,601,000	86,820,000	–3,000,000	102,580,000
Technological & international affairs	36,642,000	56,350,000	–20,400,000	37,700,000
Interdisciplinary programs	15,585,000	26,752,000	–10,600,000	0
Program management	58,237,000	61,699,000	–1,000,000	63,200,000
Total research	$893,060,000	$1,009,000,000	–$67,000,000	$1,020,100,000
Science and engineering education	77,190,000	80,700,000	–16,000,000	9,900,000

Reagan Budget Continued from Page 1

colleges to raise money from private sources, the Administration said.

Most other higher-education programs in the Department of Education would continue to be financed at fiscal 1981 levels in the coming fiscal year.

The Administration asked Congress to appropriate an additional $661-million for Pell Grants for the current fiscal year—$403-million to cover unexpected increases in the cost of the program this year and $258-million to cover a deficit in 1980 funds.

President Carter had requested an additional $811-million for Pell Grants. Reagan officials said their reduced request was based on savings that would be realized under a plan to focus aid on the neediest students.

Families Would Pay More

The budget documents released last week included the details of that plan, which would tighten eligibility for Pell Grants by requiring families to pay a greater share of college costs.

According to Administration estimates, its proposed changes in the Pell Grant program would require a typical family earning $20,000 a year to contribute $1,410 toward college expenses, rather than the $789 required under the present system.

In addition, students would be required to contribute $750. However, according to the budget documents, that "self-help" contribution could come from loans as well as from students' earnings.

Although existing regulations require no self-help contribution in the calculation of financial need for Pell Grants, Secretary Bell told a House subcommittee that the need-analysis formula now used by most colleges in awarding other forms of federal aid assumes students will contribute $700 to $900 a year from their earnings.

Based on the proposed changes, President Reagan requested $2.486-billion for Pell Grants in fiscal 1982, to provide awards of up to $1,800.

Assuming Congressional approval of his extensive plan to reform the Guaranteed Student Loan program, President Reagan requested $1.774-billion for loans in fiscal 1982.

The Administration wants to curtail the cost of the program by basing loans on financial need, eliminating the interest subsidies now paid during a borrower's college years, and raising the interest on loans to parents to market rates.

Bell Disputes College Claims

The Administration withdrew an earlier plan to reduce the volume of loans by abruptly cutting off government financing for the Student Loan Marketing Association. Now, the association is allowed to borrow from the Federal Financing Bank to buy student-loan notes from private lenders, thereby making more capital available for additional loans.

President Reagan last month proposed prohibiting the association from borrowing federal funds after September 30. In a last-minute change, however, the Administration decided to postpone the cutoff date for a year, to give the association more time to prepare for the shift from government financing of its activities.

In his testimony before the House Subcommittee on Postsecondary Education, Secretary Bell disputed the claims of many higher-education spokesmen that hundreds of thousands of students would be forced to drop out of college under the Administration's plans to cut back on student aid.

"I think we've taken care of the needy," Mr. Bell said. He argued that any family that could not meet college costs would be able to obtain subsidized loans.

Although many student-aid experts have warned that commercial lenders would be unwilling to make loans under the proposed new restrictions, Mr. Bell predicted there would be no "significant retreat" by banks because much of the additional paperwork burden would be handled by state agencies rather than by the banks themselves.

According to Administration estimates, the number of students participating in the guaranteed-loan program would continue to grow—from 2.3 million in fiscal 1980 to 2.8 million in 1981 and 3.1 million in 1982—even if Congress approves the whole reform package.

The rate of expansion would be even greater if the Administration's proposals were not adopted, officials said.

Mr. Bell told the House panel that President Reagan was still committed to backing tuition tax credits, but that the details of the plan had not been worked out.

However, he reportedly said later that the Administration had decided that families paying tuition at private elementary, secondary, and postsecondary institutions should be eligible. Whether parents of students at public colleges should be entitled to tax relief has not been decided.

In other federal programs affecting higher education, the Reagan Administration submitted the following proposals:

Arts and humanities. Under the President's proposal to halve the budget of the National Endowment for the Humanities, no new challenge grants—used to help recipients generate money from the private sector—would be awarded in fiscal 1982. Other humanities programs that will be discontinued include fellowships for college teachers and other professionals.

The Administration's plan to eliminate the Institute of Museum Services called on Congress to provide $220,000 to phase out the agency's programs next year.

Research. In keeping with the Administration's general policy of reducing support for research in the social sciences, its fiscal 1982 budget allocated $61-million for the National Institute of Education—down from the $74.114-million appropriated this year.

The fiscal 1982 budget also included no money for grants awarded by the National Historical Publications and Records Commission, a $3-million unit of the National Archives that supports scholars who compile and edit historical documents.

Vocational and adult education. President Reagan has asked Congress to rescind $194.8-million of the $779.2-million appropriated for vocational education in fiscal 1981. Grants to states for adult education also would be slashed, under an Administration proposal to rescind $30-million of the $120-million provided for fiscal 1981.

Job training. President Reagan withdrew the Carter Administration's request for funds to establish a new basic-education and job-training program for unemployed young people. Instead, the Reagan budget called for the consolidation of existing youth-training programs, authorized under the Comprehensive Employment and Training Act, into general-purpose C.E.T.A. training grants.

Block grants for social services. A $75-million program for state and local training of social workers, now authorized by Title XX of the Social Security Act, is included in an Administration proposal to consolidate 12 social-service programs into a program of block grants to states. Also included would be a $6-million program to train workers in the field of child welfare.

NOTE

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E CHRONICLE of Higher Education

ISSN 0009-5982

March 23, 1981 • $1.25
Volume XXII, Number 5

News Summary

Articles on inside pages

Theories of evolution are sparking a vigorous intellectual debate among scientists—a quite different debate from that fostered by religious fundamentalists. Story on Page 3.

Salaries for college and university administrators rose by an average of almost 9 per cent in the past year. Story on Page 8.

Growing numbers of women's teams may join the National Association of Intercollegiate Athletics next year, its members predict. Story on Page 5.

The elimination of science-education programs by the Reagan Administration would be a serious setback, say students and faculty members. Story on Page 12.

Radio and television stations on many campuses face reduced budgets if Congress agrees to cut support for the Corporation for Public Broadcasting. Story on Page 13.

Fiercer competition for grants and fellowships from the National Endowment for the Humanities is expected if President Reagan wins his budget battle. Story on Page 12.

Phasing out Social Security benefits for students would hit poor and black families hard, Congress has been warned. Story on Page 11.

Even before he completes his three-volume history of American education, Columbia's Lawrence A. Cremin is being credited with expanding the definition of education. Story on Page 17.

Top university graduates in Mexico are highly sought after by government, business, and the universities themselves. Story on Page 15.

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How Reagan's Aid Plan Would Affect 4 Students

	Student A	Student B	Student C	Student D
ASSUMPTIONS:				
Family income	$12,000	$20,000	$30,000	$40,000
Assets*	0	25,000	40,000	60,000
College Costs	5,000	5,000	5,000	5,000
COLLEGE FINANCING:				
Pell Grant NOW	$1,472	$796	$0	$0
Pell Grant REAGAN PLAN	$1,372	$696	$0	$0
Guaranteed Loan NOW	$2,500	$2,500	$2,500	$2,500
Guaranteed Loan REAGAN PLAN	$2,500	$2,500	$2,428	$750
Remaining Costs NOW	$1,028	$1,704	$2,500	$2,500
Remaining Costs REAGAN PLAN	$1,128	$1,804	$2,572	$4,250

* ASSETS INCLUDE HOME EQUITY AND SAVINGS. LOAN CALCULATION ASSUMES STUDENT RECEIVES NO OTHER FINANCIAL AID.

SOURCE: U.S. DEPARTMENT OF EDUCATION

Chart shows the effects of the Reagan Administration's student-aid proposals on a family of four with one child in college next year. Last week, an organization of student-aid officers offered an alternate plan. See story on Page 11.

A 'Critical' Shortage of Schoolteachers Likely by 1985, Education Deans Warn

By Beverly T. Watkins

Some states, particularly those in the West and Southwest where the population is expanding, are having trouble finding teachers for their schools.

Thirty-seven states have shortages of teachers in some subject areas, the National Education Association found in a recent survey.

Deans of education and college teacher-placement directors are predicting that such "spot shortages" are a harbinger of "a critical teacher shortage by 1985."

They say the shortage may continue until the end of the decade because most colleges and universities do not realize that there is no longer a "teacher surplus." Few institutions are taking steps to prevent a scarcity of teachers while there is still time, they say.

Many Specialties Affected

Many high schools, which are experiencing the most acute shortages, are unable to find mathematics and science teachers. English teachers are becoming scarce. Results of a study by the University of Maryland showed that 21 states had shortages of industrial-arts teachers.

Many elementary schools are searching for teachers with credentials in special education to teach handicapped children and bilingual classes.

Substitute teachers are so scarce in some states that institutions such as Texas A&M University are certifying some of their advanced education students to teach before they have completed all the required courses.

"The surplus of teachers four and five years ago just isn't so today. There has been a lag, and there aren't any holdovers to speak of in what used to be termed a 'vast pool of potential teachers,' " says Albert Kettlewell, assistant dean for educational-career services at Miami University's School of Education and Allied Professions.

"We need to dispel the myth of a glut of teachers," he says. "Almost all graduates of teacher-training programs during the past five years have jobs or are in other careers with no intention of teaching."

"There is a crying need for substitute teachers," Mr. Kettlewell says. "If there are trained people out there who want jobs in teaching, they aren't applying for substitute teaching jobs in Ohio schools. The school administrators I talk to every day say they have extreme difficulty getting substitute teachers."

The major reason for the dramatic change in the job market for schoolteachers is the continuing decline in the number of students enrolling in teacher-education programs. The teacher surplus, precipitated when elementary- and secondary-school enrollments began to drop a decade ago, caused students to turn away from education programs.

"Because enrollments in teacher education are declining all over the nation," Mr. Kettlewell says, "people assume there is a surplus of teachers and not so many are needed. Apparently, the pendulum has swung too far in the 'don't-go-into-teaching' direction in recent years."

"It seems crazy, but just a few years ago we had too many teachers. Now we have too few. The problem is, circumstances have changed," says Melvin Schmitz, director of the career-planning and placement office at Moorhead State University.

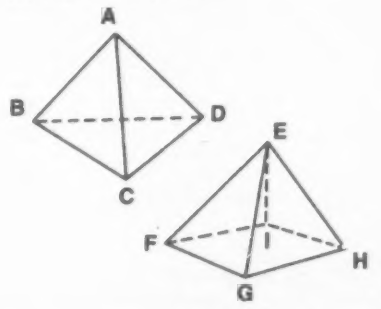
He acknowledges that for the past nine years college students have been told that the job market for teachers was depressed, "and that's pretty much been the case. In 1972, when we were flush with teachers, only 50 per cent of them were finding classroom jobs. The word spread fast, and many students turned away from teaching careers."

The enrollment decline has prompted some colleges of education to offer pro-

Continued on Page 10, Column 4

Q: In pyramids ABCD and EFGHI shown below, all faces except base FGHI are equilateral triangles of equal size. If face ABC were placed on face EFG so that the verticles of the triangles coincide, how many exposed faces would the resulting solid have?

(A) Five (B) Six (C) Seven
(D) Eight (E) Nine



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A high-school student proved the Educational Testing Service wrong on this question, raising 240,000 scores. See story on Page 2.

FACT–FILE

Endowment Funds of 176 Institutions Ranked by 1980 Market Value

1980 Rank	Institution	Market value June 30, 1979	Market value June 30, 1980
1.	Harvard University	$1,457,690,000	$1,584,580,000
2.	University of Texas	1,054,480,000	1,261,320,000
3.	Yale University	577,600,000	668,800,000
4.	Stanford University †	not reported	557,740,000
5.	Columbia University	504,000,000	553,000,000
6.	Princeton University	473,928,000	547,750,000
7.	Massachusetts Institute of Technology	374,373,000	421,258,000
8.	University of Chicago	311,400,000	342,300,000
9.	Rice University	270,573,000	329,035,000
10.	Cornell University	288,000,000	326,896,000
11.	New York University	272,606,000	281,473,000
12.	Northwestern University	256,544,000	275,238,000
13.	Emory University	not reported	265,818,000
14.	Washington University	220,923,000	238,613,000
15.	Rockefeller University	201,661,000	228,563,000
16.	University of Pennsylvania	168,025,000	224,510,000
17.	Johns Hopkins University	164,812,000	196,063,000
18.	Dartmouth College	173,642,000	197,609,000
19.	California Institute of Technology	164,051,000	187,632,000
20.	University of Notre Dame	137,526,000	172,222,000
21.	University of Southern California	130,053,000	166,610,000
22.	Vanderbilt University	not reported	154,493,000
23.	University of Virginia	117,746,000	152,311,000
24.	McGill University	not reported	145,200,000
25.	Duke University	122,880,000	135,082,000
26.	Wellesley College	126,260,000	131,953,000
27.	University of Delaware	127,859,000	131,915,000
28.	Case Western Reserve University	118,731,000	125,207,000
29.	Brown University	106,522,000	123,356,000
30.	Carnegie-Mellon University	112,787,000	119,195,000
31.	Wesleyan University	106,662,000	116,804,000
32.	Smith College	91,995,000	108,614,000
33.	University of Michigan	100,457,000	106,128,000
34.	University of Minnesota	95,151,000	105,986,000
35.	University of Pittsburgh	91,809,000	103,937,000
36.	Southern Methodist University	78,628,000	101,552,000
37.	Williams College	84,703,000	96,805,000
38.	Rensselaer Polytechnic Institute	87,317,000	93,404,000
39.	Oberlin College	85,478,000	93,064,000
40.	Swarthmore College	75,583,000	91,016,000
41.	University of Cincinnati	88,016,000	90,121,000
42.	Berea College	76,633,000	86,536,000
43.	Vassar College	74,832,000	86,445,000
44.	Amherst College	77,321,000	83,975,000
45.	University of Richmond	71,249,000	77,536,000
46.	Ohio State University	67,681,000	76,342,000
47.	Brandeis University	59,632,000	67,009,000
48.	Georgetown University	40,347,000	66,195,000
49.	Wake Forest University	56,983,000	65,526,000
50.	Loyola University	not reported	65,156,000
51.	Lehigh University	55,679,000	61,924,000
52.	Middlebury College	48,415,000	60,019,000
53.	Lafayette College	52,859,000	59,952,000
54.	Rochester Institute of Technology	57,795,000	59,459,000
55.	Pomona College	not reported	58,913,000
56.	Mount Holyoke College	52,532,000	58,203,000
57.	State U. of New York, Buffalo	53,401,000	57,613,000
58.	Carleton College	48,889,000	53,970,000
59.	Syracuse University	49,380,000	53,400,000
60.	Thomas Jefferson University	not reported	52,825,000
61.	Bowdoin College	not reported	46,507,000
62.	Boston University	37,851,000	46,171,000
63.	Bryn Mawr College ‡	42,999,000	45,336,000
64.	Eartham College	not reported	43,890,000
65.	Grinnell College	not reported	43,332,000
66.	Trinity College (Conn.)	38,931,000	42,992,000
67.	Hamilton College	35,744,000	41,241,000
68.	Academy of the New Church	34,870,000	40,901,000
69.	Cooper Union	37,561,000	39,750,000
70.	University of Miami	35,845,000	38,546,000
71.	Worcester Polytechnic Institute	not reported	38,085,000
72.	Occidental College	29,095,000	37,743,000
73.	University of Wisconsin System	32,575,000	37,453,000
74.	Bucknell University	32,657,000	35,611,000
75.	Agnes Scott College	not reported	35,339,000
76.	Colgate University	not reported	34,904,000
77.	Willamette University ‡	28,533,000	33,807,000
78.	Haverford College	not reported	33,052,000
79.	Rutgers University	30,626,000	32,407,000
80.	Hampton Institute	30,320,000	32,356,000
81.	Colorado College	29,031,000	31,534,000
82.	Baylor College of Medicine	26,172,000	30,787,000
83.	University of Missouri	23,144,000	30,445,000
84.	Drew University	25,538,000	28,265,000
85.	Whitman College	25,545,000	28,262,000
86.	Colby College	23,485,000	26,352,000
87.	Ohio University	16,750,000	25,758,000
88.	University of Vermont	20,707,000	25,665,000
89.	Teachers College, Columbia U. †	24,158,000	25,283,000
90.	Davidson College	not reported	25,263,000
91.	Claremont Men's College	not reported	$25,155,000
92.	Mills College	not reported	24,864,000
93.	University of Denver	$23,090,000	23,946,000
94.	University of Santa Clara	17,806,000	21,841,000
95.	Berry College	not reported	21,156,000
96.	University of Tennessee	17,373,000	20,832,000
97.	College of Wooster	19,806,000	20,229,000
98.	Sweet Briar College	18,520,000	19,912,000
99.	University of Illinois	19,849,000	19,557,000
100.	Simmons College	17,108,000	19,292,000
101.	Rhode Island School of Design	15,522,000	19,135,000
102.	George Washington University	16,409,000	19,064,000
103.	Hendrix College	17,100,000	18,474,000
104.	Denison University	16,518,000	18,095,000
105.	Marquette University	16,587,000	17,588,000
106.	University of Maryland	16,311,000	17,574,000
107.	Cornell College	13,169,000	17,439,000
108.	Dickinson College	17,090,000	17,426,000
109.	Ohio Wesleyan University	15,701,000	17,418,000
110.	Albion College	17,097,000	16,569,000
111.	Wheaton College	13,689,000	16,119,000
112.	University of Wisconsin Foundation	13,673,000	15,737,000
113.	Pennsylvania State University	14,301,000	15,479,000
114.	Oregon State Board of Higher Ed.	12,408,000	15,086,000
115.	Clark University	13,906,000	14,900,000
116.	Pratt Institute †	not reported	14,768,000
117.	Spelman College	12,460,000	14,460,000
118.	Michigan State University	14,172,000	14,231,000
119.	University of Puget Sound	11,359,000	13,707,000
120.	Alma College	12,043,000	13,310,000
121.	Reed College	11,823,000	13,293,000
122.	Furman University	not reported	13,269,000
123.	Kalamazoo College	not reported	12,943,000
124.	Franklin and Marshall College	12,928,000	12,883,000
125.	Baldwin-Wallace College	11,920,000	12,740,000
126.	Allegheny College	11,149,000	12,234,000
127.	Indiana University	11,464,000	12,160,000
128.	Drake University ‡	11,256,000	12,086,000
129.	University of Tulsa	9,689,000	11,856,000
130.	Temple University	not reported	11,707,000
131.	University of Arizona	10,309,000	11,607,000
132.	Wittenberg University	not reported	11,420,000
133.	Catholic University of America	not reported	11,415,000
134.	Washburn College	10,109,000	11,027,000
135.	Georgia Institute of Technology	not reported	10,758,000
136.	University of Maine	10,050,000	10,489,000
137.	Mercer University	11,265,000	10,272,000
138.	Hollins College	not reported	9,924,000
139.	Connecticut College	12,122,000	9,185,000
140.	University of Dayton	7,613,000	8,997,000
141.	Kenyon College	8,667,000	8,792,000
142.	Muhlenberg College	8,301,000	8,744,000
143.	Hobart and William Smith Colleges ‡	not reported	8,604,000
144.	St. Norbert College	7,919,000	8,099,000
145.	Ohio Northern University	not reported	7,277,000
146.	Alfred University	6,213,000	6,683,000
147.	University of Nebraska	6,022,000	6,669,000
148.	Clarkson College of Technology	not reported	6,324,000
149.	University of Evansville	5,991,000	6,312,000
150.	Doane College	5,254,000	6,096,000
151.	University of Arkansas	5,117,000	5,895,000
152.	Carroll College	5,461,000	5,866,000
153.	American University	4,945,000	5,306,000
154.	Hope College	4,395,000	5,191,000
155.	Virginia Military Institute	5,003,000	5,113,000
156.	Medical College of Pennsylvania	not reported	4,960,000
157.	Washington State University	4,226,000	4,811,000
158.	Oregon State University Foundation	3,431,000	3,882,000
159.	University of Akron	3,537,000	3,580,000
160.	Stephens College	not reported	3,565,000
161.	Phila. C. of Textiles and Science	3,440,000	3,522,000
162.	Chapman College ‡	not reported	2,925,000
163.	Arizona State University	2,684,000	2,815,000
164.	University of Oregon Foundation	1,595,000	2,737,000
165.	University of Tampa	1,617,000	2,286,000
166.	Newberry College	not reported	2,221,000
167.	University of Connecticut	1,679,000	1,778,000
168.	U. of Akron Development Foundation	not reported	1,774,000
169.	Eastern Michigan University	1,419,000	1,637,000
170.	University of Mississippi	1,536,000	1,585,000
171.	Oakland University	1,522,000	1,513,000
172.	Western Michigan University	not reported	1,484,000
173.	Monmouth College	1,360,000	1,398,000
174.	Trinity College (D.C.)	not reported	1,367,000
175.	Westmar College	not reported	817,000
176.	State U. of New York, Binghamton	575,000	570,000

† As of August 31
‡ As of May 31
Note: Table includes only institutions participating in the voluntary comparative-performance study by the National Association of College and University Business Officers.

Colleges Report 11.9-Pct. Return on Investments

WASHINGTON

Investments of colleges and universities showed an average net return—dividends and interest plus change in market value—of 11.9 per cent in the year that ended last June 30, according to the National Association of College and University Business Officers.

The average return exceeded the increase in prices paid by a typical college or university for goods and services in the same period. As measured by D. Kent Halstead's Higher Education Price Index, that increase was 9.9 per cent.

The business officers' latest annual survey, on which the investment data are based, included 198 investment funds of 176 institutions.

Beating the Indexes

The 11.9-per-cent return on endowment funds compared with 9.45 per cent for the Dow Jones industrial average and 17.13 per cent for Standard & Poor's index of 500 stocks, and with a net loss of 3.66 per cent for the Salomon Brothers' bond index.

In the same period, the Common Fund, a nonprofit organization that invests money for 242 colleges, universities, and private schools, reported a return of 22.9 per cent on its equity fund.

Over the past seven years, average endowment returns were 22.9 per cent, while the Higher Education Price Index rose by 26.4 per cent.

In the past seven years, the average rates of total return on endowment funds of colleges and universities participating in the N.A.C.U.B.O. surveys were as follows:

1974	−11.43%
1975	+12.00%
1976	+ 9.93%
1977	+ 5.07%
1978	+ 2.49%
1979	+10.80%
1980	+11.90%

Endowment funds that were invested in growth stocks did better during the past year than those that had been invested primarily for income or a balance between earnings and growth.

The net return on growth-fund investments averaged 13.57 per cent in fiscal 1980, compared with 10.81 for income or balanced funds.

Larger funds performed better than smaller ones.

For those over $50-million, returns averaged 14.27 per cent, compared with 8.38 per cent for those under $10-million and 12.66 per cent for those between $10-million and $50-million.

Outside Managers Add to Yield

The N.A.C.U.B.O. survey indicated that for colleges and universities that hired outside managers for their investments the net return was about 2 percentage points higher than that on funds managed by someone within the institution.

A trend away from stocks and toward bonds continued during fiscal 1980, according to the survey, with lesser trends toward more investment in real estate and less in short-term securities.

As of last June 30, about 53 per cent of all endowment funds included in the survey were in common stocks, 28 per cent in bonds, 14 per cent in cash or short-term securities, about 2 per cent in real estate, and 3 per cent in other investments.

Copies of the *1980 Comparative Performance Study* are available at $50 each ($25 for members) from the order desk, National Association of College and University Business Officers, One Dupont Circle, Washington 20036.

"ISIS/81"—Guaranteed Improvement in Student Services

4:10 p.m. Student enters registration area with proposed schedule

4:11 p.m. Student approaches terminal operator with requests

4:12 p.m. The Integrated Student Information System—ISIS/81—uses fully on-line, totally integrated, data base managed capabilities to:

- ▶ Verify that individual is a student/is eligible to register
- ▶ Provide operator with opportunity to verify and update biographic and demographic information
- ▶ Check financial delinquency status and academic "good standing"
- ▶ Provide operator with applicable financial aid information
- ▶ Enter registrant's course and section requests
- ▶ Check and validate
  - Corequisites
  - Time conflicts
  - Linked courses
  - Duplicate requests
  - Sex and program restriction
  - Closed or cancelled courses
- ▶ Validate student's request for variable credit and/or select grading options
- ▶ Confirm student's requests (as available)
- ▶ Assess and record fees
- ▶ Compute and display fees, previous bills, and financial aid availability for access by cashier's station
- ▶ Enter and validate payments
- ▶ Print final student schedule and fee receipt

4:14 p.m. STUDENT LEAVES REGISTRATION AREA

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Theme: Enhancing College Teaching
to be held in Potsdam, N.Y. on
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4:30 - 6:00 p.m. MULTI-MEDIA PRESENTATION
James B. Maas, Cornell University

7:00 - 8:30 p.m. OPENING REMARKS AND WELCOME
James H. Young, President, Potsdam College
Sam Wakshull, President, United University Professions

8:30 - 9:30 p.m. KEYNOTE ADDRESS
Vartan Gregorian, Provost, University of Pennsylvania

SATURDAY, APRIL 11

9:00 - 10:30 a.m. "The Role of Faculty Evaluation in Enhancing College Teaching"
Wilbert J. McKeachie, University of Michigan

11:00 - 12:30 p.m. CONCURRENT SESSIONS
A. "Computer-Assisted Instruction in Higher Education"
John S. Edwards, University of Georgia
B. "Improving Teaching and Learning Through Alternative Instructional Modes"
James H. Hall, Empire State College
C. "The Audio-Tutorial System: Successes & Problems"
S.N. Postlethwait, Purdue University
D. "Teaching Decision-Making with Guided Design"
Charles E. Wales, West Virginia University

2:00 - 3:30 p.m. "Teaching Roles and Responsibilities: Some Research, Some Conjecture"
George L. Geis, McGill University

4:00 - 5:30 p.m. "The Classroom as Theatre"
John Rassias, Dartmouth College

8:00 - 9:00 p.m. CONCURRENT SESSIONS CONTINUED

For further information please contact:
J.J. DiGiovanna
Potsdam College
Potsdam, New York 13676
(315) 268-2849

Administrators' Salaries Rise 8.7 Pct.; Women's Pay Is Lower in Most Fields

WASHINGTON

Salaries of college and university administrators this year are 8.7 per cent higher, on the average, than they were a year ago, according to the College and University Personnel Association.

In its annual study of administrative salaries, the association found that increases for administrators in private colleges and universities averaged 10 per cent, while those in public institutions averaged 7.4 per cent.

Chief public-relations officers had the largest increase, according to the survey. The median salary for 1980-81 is $24,500, up 16.7 per cent from last year.

Large increases are also reported for deans of home economics, up 14.8 per cent; deans of music, up 14.4 per cent; and deans of nursing, up 13.3 per cent.

The highest median salary levels were those of deans of medicine, at $76,837 up 12.3 per cent from last year, and deans of dentistry, at $60,000 up 11.1 per cent.

The median salary this year for heads of single institutions is $47,610, and for heads of higher-education systems, $56,100.

The salary survey found that in every administrative job but one, the median salary for men is higher than the median for women.

The one in which the median is higher for women than for men is that of dean of nursing.

The 273 woman deans have a median salary of $34,000, which is 3.6 per cent higher than the $32,815 reported for the 10 men who are deans of nursing.

3 Largest Salary Gaps

In three administrative jobs, the median salary for men exceeds that for women by more than 100 per cent:

▶ Among directors of student health services, the median salary for men is $43,000—164.5 per cent higher than the $16,257 for women in the same job.

▶ The median salary for men who are deans of experimental programs is $36,000, 125 per cent higher than the $16,000 for women.

▶ The median salary for chief health-professions officers is $57,000 for men, 112.7 per cent higher than the $26,800 for women.

In four-fifths of the job categories, the median salary is less for men and women who are members of minority groups than for those who are not. Examples:

▶ The median salary for men and women who are chief health-professions officers is $15,200 for members of minority groups and $42,500 for others.

▶ Among men and women who are directors of admissions and financial aid, the median salary is $19,000 for members of minority groups; $26,850 for others.

▶ On the other hand, for men and women who are directors of information offices, the median is $24,108 for members of minority groups; $21,800 for others.

Copies of the *1980-81 Administrative Compensation Survey Report* are available to association members for $25 and to nonmembers for $75 each from the College and University Personnel Association, 11 Dupont Circle, Washington 20036.

—JACK MAGARRELL

FACT–FILE

How Administrators' Salaries Have Changed in the Last 4 Years

Position	1977-78 median	1978-79 median	1979-80 median	1980-81 median	Change 1979-80 to 1980-81	Yearly change since 1977-78
Chief executive of a system	$40,000	$47,432	$51,735	$56,100	+ 8.4%	+11.9%
Chief executive of a single institution	36,720	40,000	43,870	47,610	+ 8.5%	+ 7.1%
Executive vice-president	32,850	35,968	37,500	39,000	+ 4.0%	+ 5.9%
Chief academic officer	30,000	32,000	34,279	37,200	+ 8.5%	+ 7.4%
Chief business officer	27,000	29,500	32,000	35,000	+ 9.4%	+ 9.0%
Chief student-affairs officer	24,400	26,500	28,665	30,756	+ 7.3%	+ 8.0%
Chief development officer	25,000	26,748	28,500	31,400	+10.2%	+ 7.9%
Chief public-relations officer	19,500	20,000	21,000	24,500	+16.7%	+ 7.9%
Chief planning officer	26,500	29,750	32,000	33,768	+ 5.5%	+ 5.8%
Director, personnel and human resources	20,800	22,620	24,497	26,474	+ 8.1%	+ 8.4%
Chief health-professions officer	34,760	37,857	40,000	39,003	– 2.5%	+ 3.9%
Chief budgeting officer	25,266	25,400	28,000	30,324	+ 8.3%	+ 6.2%
Director, legal services	27,200	29,650	32,750	35,000	+ 6.9%	+ 8.8%
Registrar	18,590	19,600	21,210	23,151	+ 9.2%	+ 7.6%
Director, library services	20520	22,102	24,346	26,035	+ 6.9%	+ 8.3%
Director, computer services	21,456	23,500	25,000	27,000	+ 8.0%	+ 8.0%
Director, institutional research	23,000	24,150	25,417	27,034	+ 6.4%	+ 5.5%
Director, affirmative action, equal employment	20,500	21,500	23,976	25,963	+ 8.3%	+ 8.2%
Comptroller	21,650	23,326	24,744	27,000	+ 9.1%	+ 7.6%
Director, food services	17,469	18,800	20,148	22,125	+ 9.8%	+ 8.2%
Director, physical plant	19,500	21,048	22,942	25,000	+ 9.0%	+ 8.6%
Director, purchasing	17,060	18,876	20,196	22,200	+ 9.9%	+ 9.2%
Director, bookstore	12,700	14,073	15,165	16,440	+ 8.4%	+ 9.0%
Director, information systems	24,935	25,838	28,592	31,478	+10.1%	+ 8.1%
Director, admissions	20,000	21,000	22,620	24,611	+ 8.8%	+ 7.2%
Director, student financial aid	17,000	18,020	19,500	20,733	+ 6.3%	+ 6.8%
Director, student placement	17,294	18,119	19,250	20,671	+ 7.4%	+ 6.1%
Director, student counseling	20,202	21,475	22,800	24,700	+ 8.3%	+ 6.9%
Director, student union	17,460	18,600	20,000	21,600	+ 8.0%	+ 7.3%
Director, student housing	16,000	16,800	17,795	19,177	+ 7.8%	+ 6.2%
Director, athletics	21,500	23,793	25,942	28,050	+ 8.1%	+ 9.3%
Director, information office	17,600	19,000	19,800	21,809	+10.1%	+ 7.4%
Director, community services	22,000	23,582	24,000	25,670	+ 7.0%	+ 5.3%
Dean, architecture	34,000	39,750	42,000	44,954	+ 7.0%	+ 9.8%
Dean, agriculture	33,420	35,976	37,500	41,784	+11.4%	+ 7.7%
Dean, arts and sciences	31,000	33,972	36,700	39,000	+ 6.3%	+ 8.0%
Dean, business	29,900	32,436	33,622	37,163	+10.5%	+ 7.5%
Dean, dentistry	42,120	51,500	54,000	60,000	+11.1%	+12.5%
Dean, education	31,500	34,000	35,333	38,494	+ 8.9%	+ 6.9%
Dean, engineering	36,000	38,700	41,316	45,348	+ 9.8%	+ 8.0%
Dean, extension	28,008	30,852	33,500	35,016	+ 4.5%	+ 7.7%
Dean, fine arts	28,433	31,500	32,165	35,692	+11.0%	+ 7.9%
Dean, graduate programs	32,083	34,668	36,800	39,500	+ 7.3%	+ 7.2%
Dean, home economics	29,051	32,004	33,192	38,110	+14.8%	+ 9.5%
Dean, law	44,000	48,000	50,000	56,000	+12.0%	+ 8.4%
Dean, medicine	54,750	63,500	68,400	76,837	+12.3%	+12.0%
Dean, music	25,685	29,056	29,370	33,600	+14.4%	+ 9.4%
Dean, nursing	25,300	30,000	30,000	34,000	+13.3%	+10.4%
Dean, pharmacy	39,976	44,390	45,500	50,000	+ 9.7%	+ 7.7%
Dean, social work	27,000	35,976	35,296	38,827	+10.0%	+12.9%

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

FACT–FILE

Administrators' Salaries for 1980-81 by Type of Institution

Position	All institutions	Public institutions	Private institutions	Universities	4-year institutions	2-year institutions
Chief executive of a system	$56,100	$57,000	$45,000	$65,000	$40,000	$49,900
Chief executive of a single institution	47,610	48,267	45,000	58,478	45,000	42,504
Executive vice-president	39,000	41,850	35,000	49,500	34,500	35,100
Chief academic officer	37,200	39,936	32,610	49,350	34,151	33,900
Chief business officer	35,000	37,500	31,049	45,271	31,500	31,476
Chief student-affairs officer	30,758	34,700	26,000	39,000	26,136	30,500
Chief development officer	31,400	33,350	30,250	38,200	29,000	27,013
Chief public-relations officer	24,500	28,845	19,800	34,000	19,500	22,609
Chief planning officer	33,768	35,000	29,500	40,000	28,548	31,776
Director, personnel and human resources	26,474	29,124	22,500	31,000	22,000	27,000
Chief health-professions officer	39,003	39,240	38,033	64,920	29,400	27,600
Chief budgeting officer	30,324	30,408	30,000	34,210	26,700	27,113
Director, legal services	35,000	35,000	35,000	37,720	27,000	32,000
Registrar	23,151	26,496	19,450	26,474	20,068	23,390
Director, church relations	19,000	28,000	18,662	23,481	17,800	10,800
Director, learning-resources center	25,704	27,267	19,200	30,620	20,000	26,597
Director, library services	26,035	30,525	21,497	35,692	22,600	23,903
Director, computer services	27,000	29,580	23,625	33,450	23,228	25,000
Director, educational-media services	22,000	25,256	17,000	25,740	17,740	21,920
Director, institutional research	27,034	29,000	22,000	31,517	22,450	25,500
Director, special and deferred gifts	24,800	27,500	23,670	28,000	21,600	22,633
Administrator, grants and contracts	27,571	29,470	22,250	31,050	22,000	26,410
Director, affirmative action, equal employment	25,963	26,350	23,000	27,210	22,593	24,125
Director, employee training	23,940	23,940	23,500	24,200	15,413	25,587
Comptroller	27,000	29,400	24,500	33,880	23,532	24,460
Director, internal audit	25,800	26,325	25,000	27,300	19,200	23,856
Bursar	19,694	21,780	17,446	23,195	16,739	17,734
Director, food services	22,125	24,206	20,300	26,190	19,800	17,808
Director, physical plant	25,000	27,305	21,900	33,000	22,000	22,841
Director, purchasing	22,200	23,532	18,800	25,452	18,200	21,000
Director, bookstore	16,440	18,800	13,300	22,800	13,200	15,096
Director, campus security	19,867	21,300	17,000	23,978	16,776	19,212
Director, information systems	31,478	32,000	30,000	35,532	23,050	30,000
Director, news bureau	19,200	22,008	16,800	23,040	16,475	20,141
Director, auxiliary services	28,000	29,796	23,857	32,412	22,900	24,550
Director, admissions	24,611	26,136	23,220	29,000	23,260	22,384
Director, foreign students	20,601	21,840	19,250	21,700	18,000	21,007
Director, international-studies education	29,150	31,775	24,800	31,775	25,100	n/a
Director, student financial aid	20,733	23,081	18,050	25,714	18,200	20,460
Director, student placement	20,671	23,433	17,808	24,700	17,900	20,731
Director, student counseling	24,700	27,268	20,245	27,983	20,240	25,094
Director, student union	21,600	24,206	16,500	25,663	17,203	22,538
Director, student health services	21,924	35,207	16,000	42,667	16,028	18,321
Director, student housing	19,177	22,650	15,750	23,370	15,768	15,546
Director, athletics	28,050	31,670	24,600	34,640	24,500	26,500
Director, campus recreation and intramurals	19,639	21,181	16,300	22,160	16,000	18,125
Director, alumni affairs	19,630	23,260	17,655	24,000	16,500	14,500
Director, information office	21,809	23,500	19,500	26,891	18,480	20,000
Director, community services	25,670	27,013	20,533	27,008	21,060	26,460
Administrator, hospital medical center	56,102	56,102	62,300	57,500	n/a	n/a
Chief planning and budget officer	36,500	38,288	32,000	43,553	29,150	29,571
Chief development and public-relations officer	32,497	33,700	32,000	40,200	31,041	28,000
Director, personnel and affirmative action	23,135	24,797	20,710	26,101	19,966	24,882
Director, admissions and financial aid	26,256	27,718	26,000	33,583	23,600	24,120
Director, housing and food services	32,000	32,580	28,500	33,276	26,954	n/a
Director, development and alumni affairs	27,756	28,100	25,000	31,650	22,700	23,959
Dean, architecture	44,954	44,954	44,000	46,000	39,009	n/a
Dean, agriculture	41,784	42,192	n/a	46,550	28,200	28,470
Dean, arts and letters	36,060	37,342	23,333	41,280	27,840	30,033
Dean, arts and sciences	39,000	39,250	38,000	42,700	36,108	30,063
Dean, business	37,163	37,356	36,840	44,800	32,633	29,282
Dean, communications	32,212	33,587	26,667	42,480	27,324	29,064
Dean, continuing education	31,317	33,104	25,600	36,500	26,200	27,974
Dean, dentistry	60,000	59,770	60,995	61,100	n/a	33,333
Dean, education	38,494	40,524	29,694	42,875	32,437	27,724
Dean, engineering	45,348	44,813	46,636	50,000	38,154	29,000
Dean, experimental programs	32,212	36,132	17,000	38,525	24,000	32,212
Dean, extension	35,016	36,000	27,500	42,865	25,564	26,637
Dean, fine arts	35,692	38,292	26,813	41,988	26,882	30,919
Dean, graduate programs	39,500	41,150	34,020	42,102	32,753	n/a
Dean, health-related professions	35,765	35,900	35,000	42,330	31,483	31,700
Dean, home economics	38,110	41,000	22,480	43,140	25,050	24,360
Dean, humanities	30,194	32,308	25,464	40,000	26,605	29,676
Dean, instruction	33,650	35,000	23,760	n/a	n/a	34,310
Dean, law	56,000	54,243	56,800	58,710	47,741	n/a
Dean, library and information sciences	38,494	38,500	33,000	41,275	27,500	31,839
Dean, mathematics	31,716	33,750	25,887	36,480	26,436	31,234
Dean, medicine	76,837	76,000	94,000	76,837	n/a	n/a
Dean, music	33,600	35,101	30,872	39,333	29,900	29,837
Dean, nursing	34,000	34,064	32,500	40,300	30,859	26,800
Dean, vocational education	32,203	32,266	27,830	39,160	32,760	30,305
Dean, pharmacy	50,000	50,100	48,000	51,500	n/a	n/a
Dean, public health	45,348	38,060	57,452	54,000	n/a	n/a
Dean, sciences	32,815	34,450	26,772	42,383	28,630	29,664
Dean, social sciences	30,067	32,052	24,047	36,610	26,680	29,767
Dean, social work	38,827	40,000	37,540	45,666	27,072	27,190
Dean, special programs	26,892	28,077	24,859	28,400	25,750	26,892
Dean, undergraduate programs	37,600	38,540	33,850	40,000	32,800	n/a
Dean, veterinary medicine	55,600	54,891	n/a	55,900	n/a	n/a

n/a —Not applicable

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

A table comparing salaries of men, women, and members of minority groups appears on the following page.

The Ministry of Education of
The People's Republic of China
and Central Washington University

Announce for the Summer 1981

Summer Language Courses in China

Courses to be offered are:
- ▶ Beginning—no previous experience or training in Mandarin Chinese
- ▶ Elementary—completed some introductory courses
- ▶ Intermediate—two years or more
- ▶ Advanced—three or more years

Study places are at the following institutions:

Nanjing University
Nanjing, Jiangsu Province
June 15 to August 10

Anhui University
Hefei, Anhui Province
June 15 to August 10

Nanjing Teachers College
June 5 to July 30

Each study program is eight weeks in duration with six weeks of instruction, 20 hours per week, and two weeks of study travel arranged by each institution in China. Graduation certificates will be given by the institutions in China to those who successfully complete the courses requirements. Central Washington University will grant regular university credit to those admitted who satisfactorily complete the program requirements.

Approximate cost is $3,450, which includes CWU tuition, room and board, all fees in China, health and accident insurance, air travel with West Coast departure.

For further information and application brochure call or write:

Office of International Programs
Central Washington University
Ellensburg, WA 98926
(509) 963-3612 or (509) 963-2894

U.S.-China Education Foundation
1156 15th Street, N.W.
Washington, D.C. 20003
(202) 223-6680/(919) 493-4805

EVALUATING HIGHER EDUCATION: FACULTY, ADMINISTRATION, AND THE INSTITUTION

A Stimulating Workshop for Faculty and Administrators and All Other Personnel with a Stake in Improving Evaluation Methods.

Faculty Evaluation. A hard look at today's programs. The good and the bad in student, colleague, administrator and self-evaluation. How to put together a successful faculty evaluation program. How to avoid problems. How to get rid of weaknesses in current programs. Strategies, checklists. In nuts-and-bolts language. Mind-opening ideas ready for implementation.

Administration Evaluation. How to put together a successful program. How to spot trouble before it starts. Which techniques work and which are foredoomed to failure. Uses and abuses of administrative evaluation. How to cure ailing programs. Checklists to avoid ailing programs.

Institutional Evaluation. Learn step-by-step how to develop a successful evaluation program. When, what, how to evaluate. Traps to avoid. The danger spots in developing the program. A close look at the self-analysis required by regional accrediting associations. Practical guidelines. Successful models.

The co-directors of the two-day workshop are Dr. Richard I. Miller, Visiting Fellow, Cornell University, and Dr. Peter Seldin, Professor of Management, Pace University. Highly qualified, recognized authorities and experienced communicators.

The workshop will be held April 23-24 at the University of Maryland University College Center of Adult Education, College Park, Maryland. This full-service residential conference center is located 25 minutes from downtown Washington, D.C. You may register for the two-day workshop or for one day only.

Limited enrollment—so reserve your place today by sending in the registration coupon. For information, phone John Lathrop collect at (301) 454-2322.

University of Maryland University College 81-04-22A
Center of Adult Education—Registration Clerk
Conferences and Institutes Program
University Boulevard at Adelphi Road
College Park, Maryland 20742

I plan to attend the workshop. Please send packet of information including lodging information. I plan to attend:

☐ The full two days. $250 fee includes instruction, materials, lunch and coffee.
☐ Faculty Evaluation only. April 23, all day. $150 fee includes instruction, materials, lunch and coffee.
☐ Administration and Institution Evaluation only. April 24, all day. $150 fee includes instruction, materials, lunch and coffee.

Name _____ Title _____

Institution _____ Business Phone Number _____

Address _____

City _____ State _____ Zip _____

FACT-FILE

Differences in Administrators' Pay for Men and Women and Minority-Group Members

Position	Non-minority	Minority	Non-minority differential	Male	Female	Male differential
Chief executive of a single institution	$48,000	$44,625	+ 7.6%	$48,257	$40,000	+ 20.6%
Executive vice-president	39,968	38,811	+ 3.0%	40,300	29,970	+ 34.5%
Chief academic officer	37,500	35,765	+ 4.9%	38,000	31,000	+ 22.6%
Chief business officer	35,235	29,109	+ 21.0%	35,588	23,175	+ 53.6%
Chief student-affairs officer	30,809	30,651	+ 0.5%	31,950	25,127	+ 27.2%
Chief development officer	32,035	28,740	+ 11.5%	32,500	26,219	+ 24.0%
Chief public-relations officer	24,900	21,622	+ 15.2%	28,320	18,575	+ 52.5%
Chief planning officer	34,000	28,548	+ 19.1%	34,900	24,799	+ 40.7%
Director, personnel and human resources	26,800	25,765	+ 4.0%	29,705	20,807	+ 42.8%
Chief health-professions officer	42,500	15,200	+179.6%	57,000	26,800	+112.7%
Chief budgeting officer	30,760	24,863	+ 23.7%	31,365	23,700	+ 32.3%
Director, legal services	35,580	23,424	+ 51.9%	36,000	32,600	+ 9.8%
Registrar	23,320	21,900	+ 6.5%	26,000	17,859	+ 45.6%
Director, church relations	n/a	n/a	n/a	20,000	14,000	+ 42.9%
Director, learning-resources center	25,800	25,836	- 0.1%	27,400	22,000	+ 24.5%
Director, library services	26,232	23,500	+ 11.6%	28,909	21,753	+ 32.9%
Director, computer services	27,054	26,280	+ 2.9%	27,600	19,980	+ 38.1%
Director, educational-media services	21,920	25,740	- 17.4%	23,040	14,545	+ 58.4%
Director, institutional research	27,500	23,493	+ 17.1%	29,360	22,077	+ 33.0%
Director, special and deferred gifts	24,350	25,750	- 5.7%	25,300	18,700	+ 35.3%
Administrator, grants and contracts	28,000	25,200	+ 11.1%	30,339	21,000	+ 44.5%
Director, affirmative action, equal employment	25,296	26,500	- 4.8%	27,500	25,000	+ 10.0%
Director, employee training	23,544	24,000	- 1.9%	26,000	19,800	+ 31.3%
Comptroller	27,300	22,910	+ 19.2%	28,500	19,900	+ 43.2%
Director, internal audit	26,325	24,192	+ 8.8%	26,700	21,200	+ 25.9%
Bursar	19,983	16,240	+ 23.0%	22,740	16,200	+ 40.4%
Director, food services	22,500	17,604	+ 27.8%	23,744	17,500	+ 35.7%
Director, physical plant	25,200	21,793	+ 15.6%	25,050	17,150	+ 46.1%
Director, purchasing	22,596	18,390	+ 22.9%	23,765	16,150	+ 47.2%
Director, bookstore	16,500	14,125	+ 16.8%	20,040	12,900	+ 55.3%
Director, campus security	19,899	20,072	- 0.9%	19,980	14,933	+ 33.8%
Director, information systems	31,562	27,550	+ 14.6%	32,130	24,000	+ 33.9%
Director, news bureau	19,200	15,872	+ 21.0%	21,461	16,740	+ 28.2%
Director, auxiliary services	28,626	22,500	+ 27.2%	28,943	19,000	+ 52.3%
Director, admissions	25,000	22,857	+ 9.4%	25,850	19,824	+ 30.4%
Director, foreign students	20,720	19,400	+ 6.8%	22,050	18,360	+ 20.1%
Director, international-studies education	29,150	27,120	+ 7.5%	31,277	18,600	+ 68.2%
Director, student financial aid	20,650	21,935	- 6.2%	22,700	17,100	+ 32.7%
Director, student placement	20,883	18,375	+ 13.6%	23,019	17,240	+ 33.5%
Director, student counseling	25,000	23,250	+ 7.5%	25,800	20,202	+ 27.7%
Director, student union	22,000	19,620	+ 12.1%	23,107	15,650	+ 47.6%
Director, student health services	22,579	17,825	+ 26.7%	43,000	16,257	+164.5%
Director, student housing	19,500	16,000	+ 21.9%	20,849	15,200	+ 37.2%
Director, athletics	28,133	25,698	+ 9.5%	28,400	21,456	+ 32.4%
Director, campus recreation and intramurals	20,220	17,200	+ 17.6%	28,640	17,292	+ 19.4%
Director, alumni affairs	19,800	19,080	+ 3.8%	23,000	15,930	+ 44.4%
Director, information office	21,800	24,108	- 10.6%	23,731	20,000	+ 18.7%
Director, community services	25,700	27,956	- 8.8%	28,000	22,249	+ 25.8%
Chief planning and budget officer	36,900	28,087	+ 31.4%	36,900	33,280	+ 10.9%
Chief development and public-relations officer	32,744	25,813	+ 26.9%	35,000	28,000	+ 25.0%
Director, personnel and affirmative action	23,052	25,000	- 8.5%	27,000	18,000	+ 50.0%
Director, admissions and financial aid	26,850	19,000	+ 41.3%	28,000	19,000	+ 47.4%
Director, housing and food services	n/a	n/a	n/a	32,100	27,810	+ 15.4%
Dean, development and alumni affairs	n/a	n/a	n/a	28,166	20,800	+ 35.4%
Dean, agriculture	43,891	35,560	+ 23.4%	n/a	n/a	n/a
Dean, arts and letters	n/a	n/a	n/a	36,221	31,300	+ 15.7%
Dean, arts and sciences	39,600	33,995	+ 16.5%	40,000	33,790	+ 18.4%
Dean, business	37,590	35,535	+ 5.8%	38,116	28,035	+ 36.0%
Dean, communications	32,884	25,500	+ 29.0%	34,150	25,672	+ 33.0%
Dean, continuing education	31,320	31,980	- 2.1%	32,850	23,370	+ 40.6%
Dean, education	38,707	33,956	+ 14.0%	39,429	33,278	+ 18.5%
Dean, engineering	45,348	47,000	- 3.6%	n/a	n/a	n/a
Dean, experimental programs	n/a	n/a	n/a	36,000	16,000	+125.0%
Dean, extension	35,417	34,008	+ 4.1%	35,417	27,666	+ 28.0%
Dean, fine arts	35,832	28,593	+ 25.3%	36,350	29,640	+ 22.6%
Dean, graduate programs	40,000	36,667	+ 9.1%	40,000	34,910	+ 14.6%
Dean, health-related professions	35,532	36,796	- 3.6%	38,376	30,743	+ 24.8%
Dean, home economics	40,000	29,000	+ 37.9%	44,000	36,000	+ 22.2%
Dean, humanities	31,000	27,777	+ 11.6%	31,000	28,984	+ 7.0%
Dean, instruction	34,180	30,312	+ 12.8%	n/a	n/a	n/a
Dean, law	56,000	52,000	+ 7.7%	n/a	n/a	n/a
Dean, library and information sciences	38,500	25,661	+ 50.0%	41,000	27,660	+ 48.2%
Dean, mathematics	33,610	27,839	+ 20.7%	32,012	29,400	+ 8.9%
Dean, music	34,325	29,000	+ 18.4%	34,200	20,691	+ 65.3%
Dean, nursing	34,016	33,500	+ 1.5%	32,815	34,000	- 3.6%
Dean, vocational education	32,760	29,103	+ 12.6%	32,760	25,232	+ 29.8%
Dean, sciences	33,000	30,794	+ 7.2%	33,000	27,067	+ 21.9%
Dean, social sciences	30,289	29,857	+ 1.4%	30,600	28,600	+ 7.0%
Dean, social work	40,000	30,794	+ 29.9%	40,000	27,950	+ 43.1%
Dean, special programs	28,077	25,370	+ 10.7%	28,077	25,600	+ 9.7%
Dean, undergraduate programs	n/a	n/a	n/a	38,450	36,500	+ 5.3%

n/a —Not applicable

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Shortage Continued from Page 1

grams unrelated to teaching to attract students, further reducing the number of teachers who graduate.

The School of Education at Northwestern University is "rechanneling its would-be teachers into new educational environments" with a program in human development and social policy, says B. Claude Mathis, a professor of education and psychology who directs the program.

He says more than 60 per cent of the students in the school's undergraduate teacher-training program are considering other careers in "non-school settings" where they can use their education skills.

"Many of our students have obtained jobs after graduation in social-service agencies," he says. "Others have gone into the health-science area and the court system."

Low Salaries

Low salaries have contributed to the waning interest in teaching as a career.

The average beginning salary for a teacher with a bachelor's degree is about $10,000, according to an N.E.A. study, which says that figure is lower than the average beginning salary offered by about 200 private companies to graduates in 10 other fields. The study found that the average salary of an experienced teacher was about $15,600.

"Teachers' financial position has deteriorated to the point where even the most dedicated young people will not consign themselves to a life of penury," says Robert L. Egbert, dean of Teachers College at the University of Nebraska at Lincoln. For example, he says, "in one small Nebraska town, between 1970 and 1980, the beginning salaries for police increased 125 per cent. For electricians it was 135 per cent. For teachers it was 68 per cent."

More Critical in 1984-85

"We are losing a lot of talented, experienced teachers because of low salaries," says Lyn Gubser, director of the National Council for Accreditation of Teacher Education. "Teachers with a compassionate attitude and a little Messianic complex will teach until they get a wife or a child. They will sacrifice for their own ideals, but they won't sacrifice after they have a family."

"Everyone expects the teacher shortage to be more critical in 1984-85," says Mr. Kettlewell.

In addition to "the decrease in the number of teachers being turned out," he points to "a slight increase in the birthrate" now that the adults who were part of the post-war "baby boom" are having children. He says the increase "will put more students in the elementary schools in four or five years" and increase the need for teachers.

The number of qualified teachers may be affected by new state requirements that would-be teachers demonstrate their competence before they are certified, according to a recent report from the Southern Regional Education Board.

The report said the number of potential teachers who failed recent examinations in several states was "considerable." In one state, according to the report, as many as 56 per cent of the applicants did not pass the screening exam.

"If the economy ever improves enough to tempt more teachers out of the profession, we could be facing some severe shortages," Mr. Schmitz says.

"Right now we're not seeing the usual flow of teachers from classrooms into private industry. The jobs just aren't there. But once the economy improves, the shortages will make headlines."

Universities Criticized

"The universities are not addressing the problem of teacher shortages," says David G. Imig, executive director of the American Association of Colleges for Teacher Education. "Deans of education are coming in to their presidents and saying, 'There is going to be a shortage,' but the presidents will not or do not want to believe them."

He says, "University presidents should be allocating money to deans of education now so they will have the flexibility to refresh their programs. They should be allocating money for recruiting students. But they are not looking at these areas where there needs to be some growth."

Mr. Imig predicts that "five years from now there will be panic by the state boards of education and the school administrations.

"They will be saying, 'We desperately need more teachers.' State education commissioners will call in the presidents of the universities. And the presidents will bewail the fact that they don't have any resources to do anything."

"We've been trying to tell the colleges, the legislators, and the public about this trend for the past four years. But there was such a glut of teachers just a few years back that nobody believed us," says Mr. Schmitz.

"Maybe when the schools start feeling the pinch this year, we'll get our point across."

Students' Film Nominated for Oscar

LOS ANGELES

A documentary produced as a master's thesis by two 1980 alumni of Boston University's graduate film program has been nominated for an Academy Award.

The 26-minute film, "Karl Hess: Toward Liberty," is about a man who used to write speeches for Barry Goldwater but now lives on a West Virginia farm, working as a welder and teaching about the effect of technology on society.

The film, which has already won several other awards, was produced and directed by Roland Halle and Peter Ladue.

Mr. Halle, who is 51, retired from the insurance business and decided to attend film school instead. Mr. Ladue, 30, has been a museum director and a lighting consultant for the Ringling Brothers and Barnum & Bailey Circus. They spent 2½ years—and $20,000 of their own money—on their thesis.

8 Plays Picked for College Theatre Festival

WASHINGTON

This year's American College Theatre Festival will take place at the Kennedy Center in Washington from March 30 to April 18.

The following plays will be presented:

Jerirgg, produced by Oakland University.
Going On! William Paterson College.
Private Life of the Master Race, University of Nevada.
All the Way Home, University of Evansville.
Swansong for a Unicorn, Northwestern University.
The House Across the Street, University of Iowa.
Story Theatre, St. Michael's College.
Red Peppers Plus, University of Illinois at Urbana.

Also to be presented is the "Irene Ryan Winners Circle Evening of Scenes," in which 12 acting students compete for two $2,500 scholarships.

Ticket information is available from the John F. Kennedy Center for the Performing Arts, Washington 20566, or by telephoning (202) 872-0466.

E CHRONICLE

of Higher Education

March 30, 1981 • $1.25
Volume XXII, Number 6

News Summary

Articles on inside pages

Competition in the "College Bowl" takes on the trappings of big-time basketball—coaches, scouting, and game plans. Story on Page 3.

Applications for admission to four-year colleges and universities next fall are up by 10.3 per cent, the *Chronicle* Survey has found. Details on Page 8.

Drastic reductions have been proposed in the budget and staff of the White House science adviser's office. Story on Page 9.

Iranian students are again free to apply for visas to attend college in the United States. Story on Page 15.

Scholars say President Reagan's proposal to eliminate a little-known historical commission could waste years of work on the collection of important records. Story on Page 13.

University museums may have to close galleries and stop conservation projects if Congress approves proposed budget cuts, some administrators warn. Story on Page 15.

Education researchers fear their federal grants may be cut just as the quality and value of their studies are increasing. Story on Page 14.

Committees and subcommittees in the House of Representatives that handle higher-education bills appear in a Fact-File on Pages 10 and 11.

Harvard's David Riesman foresees an era of "student hegemony" on the nation's campuses in his new book, *On Higher Education*. Story on Page 19.

Several universities may close if the British government's proposals to cut higher-education spending take effect, charge administrators. Story on Page 17.

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Congress, Administration Clash over Cuts in Aid to Needy; Awards May Be Delayed

By Janet Hook

WASHINGTON

A controversy between the Department of Education and a Congressional committee threatens to delay further the awarding of Pell Grants to students.

The department has already held up the processing of applications for next fall's grants until Congress approves changes in the formula for making the awards.

Although education leaders on Capitol Hill have agreed to the Administration's goal of cutting $636-million from spending for Pell Grants this year, they disagree about how those savings should be achieved.

If a compromise cannot be reached, members of the House Subcommittee on Postsecondary Education said they might recommend that Congress veto the regulations published by the Administration to put its cost-saving plan into effect. The panel planned to meet this week to vote on the regulations.

At issue is the Administration's plan to reduce spending for Pell Grants by revising the formula used to calculate students' eligibility for the awards for academic 1981-82.

'Massive Disruption'

The Administration has issued revised regulations that would eliminate a cost-of-living increase that is built into the eligibility formula that determines the share of education costs that a family can afford to pay.

Pending Congressional approval of those regulations, the Department of Education has held up the processing of Pell Grant applications for the fall.

In a telegram to Education Secretary Terrel H. Bell, 24 college presidents and leaders of higher-education associations urged the department to begin processing the applications to avoid a "massive disruption" of the grant program.

The educators warned that the Administration's freeze "will result in critical delays in institutional award notices to some five million needy students, who may be unable to determine whether they can attend college until late summer or fall."

Administration officials used the same argument last week, urging members of the House postsecondary-education subcommittee to give prompt approval to the new eligibility formula so that the processing of applications could begin.

Democrats on the panel balked, however, when faced with the choice of rubber-stamping changes they opposed or

Continued on Page 14, Column 4

Discovery of Second Error Poses Threat to Test, College Board Chairman Says

By Robert L. Jacobson

The discovery of an error in the mathematics portion of the College Board's Scholastic Aptitude Test—the second such finding on a standardized test in recent weeks—may threaten the quality of future tests and reduce their usefulness in college admissions, the board's top elected officer said last week.

Fred A. Hargadon, chairman of the organization's board of trustees and dean of admissions at Stanford University, said in an interview that he was concerned that pressures to disclose actual questions and answers after the tests have been administered would produce a "rush to publish" as many examination forms as possible, thus increasing the likelihood of errors.

The two recent errors, which appeared on forms of the Scholastic Aptitude Test and the Preliminary Scholastic Aptitude Test that were given last October, have prompted the Educational Testing Service, which develops and administers the tests for the College Board, to raise the reported scores of about 256,600 high-school students—some by as many as 20 points on the S.A.T.'s scale of 200 to 800.

As a result, up to 450 additional students

Continued on Page 4, Column 1

Row A	7	2	5	4	6
Row B	3	8	6	9	7
Row C	5	4	3	8	2
Row D	9	5	7	3	6
Row E	5	6	3	7	4

16. Which row in the list above contains both the square of an integer and the cube of a different integer?

(A) Row A (B) Row B (C) Row C
(D) Row D (E) Row E

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A student pointed out that (C) should have been accepted as a correct answer, as well as the "official" (B).

Black-Studies Professors Say Hard Times Will Undermine Struggle for Legitimacy

By Lorenzo Middleton

SPRINGFIELD, ILL.

Financial troubles may become "the rationale—the excuse—for dismantling black-studies programs," says Gerald A. McWorter, director of Afro-American studies at the University of Illinois at Urbana.

Mr. McWorter was speaking at a meeting between the Illinois Council for Black Studies, of which he is chairman, and a state official whose recommendations often determine whether individual academic programs in the state's 13 public universities live or die.

Such meetings have become more and more common in recent years, as black-studies faculty members around the country have stepped up their efforts to win a place for their programs in the regular academic structure of their universities.

Those efforts, which center largely on the question of the "academic legitimacy" of black studies, have been intensified by the struggle now going on among all academic programs to survive in the face of budget cuts and retrenchments.

Here in Illinois, last month's meeting between the black-studies council and Robert A. Wallhaus, deputy director of the state board of higher education, was called in response to what Mr. McWorter, chairman of the council, described as a "statewide crisis" in black studies.

The administration of the City Colleges of Chicago, for example, has announced plans to merge the six-year-old department of African-American studies at Olive-Harvey Community College with the department of social sciences, as part of a systemwide economy measure to combine small departments with larger ones.

In another action, the state board of higher education recommended last July that the eight-year-old department of Afro-American studies at Western Illinois University stop offering degrees, because it did not appear to be "economically or educationally justified."

Some of those attending the meeting of

Continued on Page 6, Column 4

CHRONICLE SURVEY

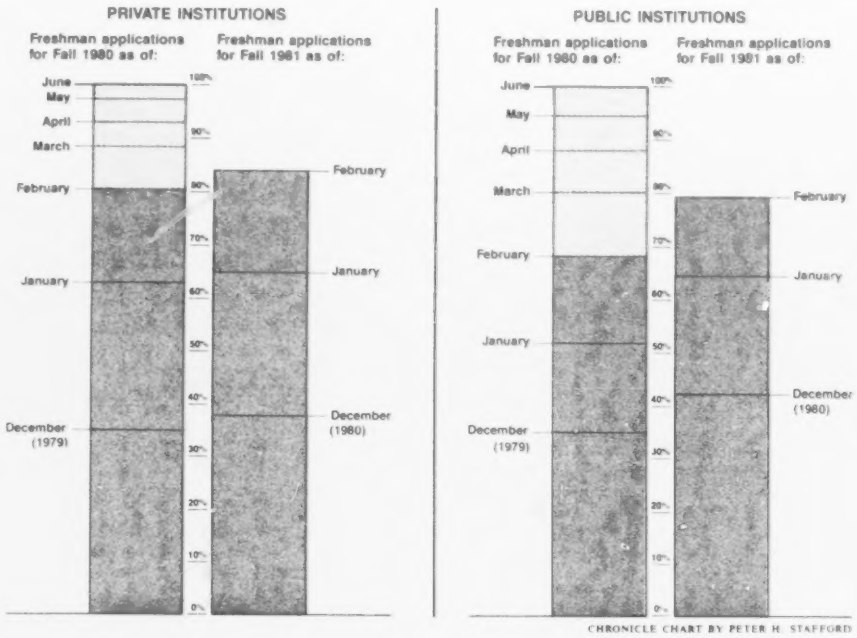
Applications Are Up 10 Pct. for Next Fall's Freshman Class

Applications are up by 10.3 per cent for next fall's freshman class at four-year colleges and universities, according to the latest *Chronicle* Survey.

At private colleges and universities, applications were running 7.6 per cent ahead of last year, as of the end of February. Applications at public institutions were up by 15.2 per cent.

Nearly 75 per cent of the public colleges reported increases in the number of applications, as did 64.2 per cent of the private institutions.

This is the third in a series of monthly reports on admissions based on a survey of 715 four-year colleges and universities with enrollments over 500. The survey was conducted for *The Chronicle* by John Minter Associates, a higher-education research organization in Boulder, Colo.



CHRONICLE CHART BY PETER H. STAFFORD

Changes in Number of Applicants

February 29, 1980 compared with February 28, 1981

	Per cent change in average[1]	Per cent reporting increase	Per cent reporting decrease	Per cent change: Median[2]	Low[3]	High[4]
Private colleges and universities						
Research and Ph.D.-granting	+11.0%	+73.1%	+26.9%	+ 8.0%	− 3.8%	+14.5%
Comprehensive	+ 9.5%	+81.0%	+19.0%	+ 8.3%	+ 1.9%	+17.6%
Liberal arts	+ 6.9%	+59.8%	+40.2%	+ 5.5%	− 6.6%	+13.6%
Regions						
Northeast and Mid-Atlantic	+11.5%	+71.0%	+29.0%	+ 6.8%	− 3.5%	+18.4%
Great Lakes and Plains	+12.5%	+65.7%	+34.3%	+ 7.2%	− 2.9%	+15.5%
Southeast	− 1.5%	+64.5%	+35.5%	+ 6.3%	− 6.9%	+12.6%
West and Southwest	+ 5.2%	+71.4%	+28.6%	+ 4.6%	− 4.7%	+14.7%
Enrollment						
500 − 999	+ 6.7%	+52.0%	+48.0%	+ 1.1%	− 9.0%	+13.1%
1,000 − 2,499	+10.1%	+71.1%	+28.9%	+ 8.5%	− 1.9%	+19.0%
2,500 − 4,999	+ 6.0%	+82.8%	+17.2%	+ 5.9%	+ 2.1%	+11.9%
5,000 − 10,000	+11.9%	+75.0%	+25.0%	+ 8.0%	− 4.3%	+14.4%
Over 10,000	+ 9.6%	+66.7%	+33.3%	+10.5%	− 4.4%	+12.2%
All private institutions	**+ 7.6%**	**+64.2%**	**+35.8%**	**+ 6.1%**	**− 5.0%**	**+14.3%**
Public colleges and universities						
Research and Ph.D.-granting	+ 5.3%	+68.1%	+31.9%	+ 5.3%	− 5.2%	+14.3%
Comprehensive	+18.5%	+76.9%	+21.2%	+11.7%	+ 2.2%	+24.2%
Regions						
Northeast and Mid-Atlantic	+ 5.2%	+70.0%	+30.0%	+ 6.3%	− 4.0%	+18.4%
Great Lakes and Plains	+10.7%	+81.6%	+18.4%	+10.4%	+ 2.5%	+17.8%
Southeast	+ 8.8%	+63.0%	+33.3%	+ 2.9%	− 5.7%	+20.6%
West and Southwest	+ 8.5%	+71.4%	+28.6%	+10.6%	−15.5%	+38.0%
Enrollment						
500 − 2,499	+27.7%	+85.7%	+14.3%	+ 7.7%	− 6.8%	+39.3%
2,500 − 4,999	+20.7%	+70.0%	+20.0%	+ 3.5%	− 6.6%	+14.6%
5,000 − 9,999	+ 9.6%	+73.9%	+26.1%	+11.8%	− 3.0%	+18.4%
10,000 − 19,999	+10.2%	+79.3%	+20.7%	+ 7.9%	+ 0.8%	+20.5%
20,000 and over	+ 5.9%	+63.3%	+36.7%	+ 5.3%	− 5.5%	+17.9%
All public institutions	**+15.2%**	**+74.8%**	**+23.8%**	**+10.2%**	**+ 0.4%**	**+21.8%**
All institutions	**+10.3%**	**+67.9%**	**+31.6%**	**+ 7.5%**	**− 3.1%**	**+16.9%**

[1] Percentage change in mean number of applications by February 28, 1981, compared with the mean for a year earlier.
[2] Half of the institutions reported changes greater than the percentage shown.
[3] The bottom one-fourth of the institutions reported changes smaller than the percentage shown.
[4] The top one-fourth of the institutions reported changes greater than the percentage shown.

Note: Survey data are from a stratified random sample of 715 four-year colleges and universities, excluding colleges with enrollment under 500. The response rate was 40 per cent. The response among private institutions was: Research and Ph.D.-granting, 28; comprehensive, 63; liberal arts, 106; all private institutions, 197. The response among public institutions was: Research and Ph.D.-granting, 48; comprehensive, 54; liberal arts, 0; all public institutions, 102. Results for "all private institutions" and "all public institutions" are weighted averages based upon the distribution of institutions by type.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Shift in State Student Aid Draws Fire in California

Jack McCurdy

SACRAMENTO, CAL.

The California Student Aid Commission has moved to increase the number of state grants to higher-income families and reduce those to lower-income families, setting off an effort in the state legislature to block what one politician calls "an elitist rip-off."

At a commission meeting last month to discuss the change, spokesmen for private colleges said the action was needed to halt a decline in students attending their institutions on state aid. However, representatives of minority groups deplored the proposal.

As a result of the controversy, William Hamm, the state legislative analyst, has recommended that the legislature freeze student-aid funds until lawmakers clarify whether the commission's move is consistent with the intent of California's student-aid law.

Ceilings Raised

In December, the commission increased the family-income ceiling from $33,000 to $39,660 for students applying for state grants. In cases of families with three children in college at one time, the income ceiling was raised to $43,200.

Critics charged that since the number of student-aid grants in California is fixed, increasing the number going to higher-income students would necessarily decrease the number available to those with lower incomes.

Arthur S. Marmaduke, director of the commission, said the ceilings had not kept pace with inflation and needed to be raised. The grants provide a maximum of $3,200 a year per student. The effect of the commission's action was not made clear until last month, when the California Postsecondary Education Commission released an analysis showing that "more whites and fewer members of ethnic minorities" would benefit from the new ceiling.

The analysis also showed that some students from families with an average income of $15,750 would no longer be eligible for the grants.

Representatives of private colleges, where the number of students on state aid has dropped from 19,203 to 16,232 in the past three years, reportedly lobbied for the increase in the income ceiling.

John Vasconcellos, head of the assembly's Ways and Means Committee, said, "It's outrageous. The change is contrary to the intent of the [state aid] program and contrary to sound policy. It amounts to an elitist rip-off."

Mr. Vasconcellos and several other lawmakers said they would introduce legislation to block approval of the student-aid commission's $101-million budget request in order to reverse the hike in income ceilings.

In Brief *Continued from Page 2*

caused by legal action, has petitioned to drop its subpoena of recent research data on the toxic chemical dioxin from the University of Wisconsin at Madison.

Dioxin is used in the pesticide 2,4,5-T and in Agent Orange, a defoliant used by the U.S. in the Vietnam War. The E.P.A. has issued a temporary ban on dioxin, and sought the research data in conjunction with its long-awaited attempt to decide whether to make the ban permanent.

The university resisted the subpoena, a spokesman said, because the research, which examines the effects of dioxin on successive generations of monkeys, is more than a year away from completion and publication in a peer-review journal.

■ of 3 New York Students Found to Abuse Drugs

Two of three college students in New York have used illegal drugs or misused prescription drugs, according to a survey by the state's Division of Substance Abuse Services. That is more than the number of students who smoke cigarettes, a spokesman for the agency said.

The spokesman said 59 per cent of the students had used marijuana in the six months before the 1979 survey; 28 per cent had used hashish; 21 per cent had used stimulants (such as amphetamines); and 20 per cent had used cocaine.

The survey also found that illegal drug use was more common among men than among women, among whites than among Hispanics or blacks, among freshmen and sophomores than among upperclassmen, and among suburban and upstate students than among those from New York City.

■ President to Retire in June at Troubled 2-Year College

LeRoy R. Brendlinger, president of Montgomery County Community College in Pennsylvania, has announced that he will retire when his contract expires June 1. Mr. Brendlinger, who is 62, said that the troubled college needed someone who would sign "a presidential contract longer than I wish to consider."

The college is being investigated by the Department of Education following allegations by a Comprehensive Employment and Training Act employee and five students in a high-school equivalency program that they had been sexually harassed by a college official.

According to a spokesman, the college is also involved in a disagreement with the state auditor general, who asserted that nursing-education funds should have been spent only on students receiving welfare payments.

■ Corrections

▶ *The Chronicle* reported incorrectly in last week's issue that Texas A&M University was certifying some of its education students to teach in the public schools before they had completed all the required courses. It is the State of Texas that has been providing emergency certificates to local school systems on a case-by-case basis to permit them to employ teachers who have not completed the requirements. Texas A&M and its college of education have opposed the state's action.

▶ The introduction to the report on undergraduate enrollments by race (*The Chronicle*, February 2) failed to mention that the figures did not include students who are enrolled in courses that do not lead to a degree.

The report included incorrect data for one institution and omitted the information from another. The following figures, showing racial background by the percentage of enrollment, show the correct information for these institutions. The data do not include nonresident aliens or unclassified students.

Aquinas Junior College at Newton, Massachusetts: American Indian, 0.0%; black, 0.1%; Asian, 0.0%; Hispanic, 0.3%; white, 99.7%; Total enrollment, 296.

The University of Wisconsin at Stout: American Indian, 0.4%; black, 1.0%; Asian, 0.1%; Hispanic, 0.2%; white, 96.6%; Total enrollment, 6,073.

NOTE

ONLY THE FOLLOWING PAGES OF THIS

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p. 1, 14-15.

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1981

E CHRONICLE of Higher Education

April 6, 1981 • $1.25
Volume XXII, Number 7

News Summary

Articles on inside pages

The decision to proceed with a televised national basketball championship game on the day of the assassination attempt on President Reagan has led to some sharp criticism. Story on Page 3.

Constructive social criticism, not the accumulation of "unorganized bits of isolated information," should be historians' goal, says one scholar. Story on Page 7.

A shortage of computer scientists may hinder the country's transition to an "information" society, says a new study. Story on Page 8.

The University of Texas has asked the Supreme Court for a narrow interpretation of a law barring discrimination against handicapped students. Story on Page 11.

University scientists are still puzzled as to why science education and social-science research were singled out for heavy budget cuts. Story on Page 11.

The delayed effects of cuts in the National Direct Student Loan program last year now are being felt—and felt unequally—on many campuses. Story on Page 15.

Five states have given the federal government plans for desegregating their public colleges and universities. Story on Page 13.

Two-thirds of the freshmen at private colleges last fall received some form of financial aid, The Chronicle Survey finds. Story on Page 14.

Custom college textbooks are being used by increasing numbers of faculty members. Story on Page 19.

New controversy has erupted at a South African university over the country's racial policy. Story on Page 17.

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Reagan Administration to Re-Examine Federal Affirmative-Action Regulations

By Cheryl M. Fields

WASHINGTON

Regulations that spell out the affirmative-action obligations of holders of federal contracts will be reviewed by the Reagan Administration, Vice-President Bush has announced.

The rules, designed to carry out Executive Order 11246 barring employment bias by those who receive federal contracts, were among 27 sets of existing rules that Mr. Bush's Presidential Task Force on Regulatory Relief announced would be reviewed as part of a second round of attempts to cut government requirements.

Under those regulations, colleges and universities have been investigated, and ordered to draw up detailed affirmative-action plans to hire and promote more women and members of minority groups.

Mr. Bush also announced that most of the 172 "midnight" regulations that were issued in the final days of the Carter Administration and frozen by President Reagan in January had been allowed to take effect.

30 Sets of Rules Postponed

However, about 30 sets of rules "will be further postponed and reconsidered," he said.

Among them is another set of Department of Labor rules designed to clarify contractors' affirmative-action obligations and add new requirements, including the barring of job bias against pregnant women and protection of female workers from sexual harassment.

Explaining why those rules, which had been scheduled to take effect January 29, were being postponed, documents issued by Mr. Bush said the Labor Department "is working on a major re-examination of . . . affirmative-action requirements."

In explaining why the Administration planned to review existing regulations that spell out what contractors must do to comply with the executive order, documents from Mr. Bush's group said:

"These regulations need to be examined to determine if they exceed legal requirements. To a large extent these regulations impose specific standards on government

Continued on Page 16, Column 1

Test-Takers May Ask for and Get Answers to SAT's Next Year, College Board Decides

By Lawrence Biemiller

Students across the country may request and receive copies of their own responses and the correct answers to questions on next year's Scholastic Aptitude Tests, the trustees of the College Board have decided.

Although the board said the move had been under study since December, some educators saw the decision as an effort to reassure students and admissions officers of the tests' integrity, called into question recently when high-school students discovered a grading error on the Scholastic Aptitude Test and another on the Preliminary Scholastic Aptitude Test.

The decision may also defuse legislative attempts at both the state and federal levels to require full disclosure on all standardized tests.

The board's decision extends to all those who take the S.A.T.—some 1.3 million students each year—the option now provided to students in New York, where a "truth-in-testing" law took effect at the beginning of 1980. That law requires testing services to file copies of all test forms with the state within a month of the date on which the test is administered.

Scores Raised

The S.A.T. mistake was discovered by a West Nyack, N.Y., student who had requested a copy of the test and of his answers under the provisions of the New York law. The P.S.A.T. error was discovered by a Cocoa Beach, Fla., student whose test form had been returned to him under a voluntary College Board policy, new this year, of disclosing P.S.A.T.'s nationwide. In both cases the board raised the scores of students whose answers had been graded incorrectly.

The P.S.A.T., offered mostly as a practice run for the S.A.T., consists of questions from previous years' S.A.T.'s.

The College Board's trustees voted to offer students a choice of five testing dates next year for which the correct S.A.T. answers and marked response sheets will be available, according to Robert C. Seaver, vice-president for communications. Four of the dates will fall on Saturdays and one

Continued on Page 10, Column 1

Processing of Applications for Pell Grants to Begin as Congress, Education Dept. Reach Compromise

By Janet Hook

WASHINGTON

An agreement that allows the Department of Education to begin processing applications for next fall's Pell Grants was reached by a Congressional committee and Reagan Administration officials last week.

A controversy over the President's proposals to cut costs in the Pell Grant program this year had delayed the processing.

Under the compromise, the House Subcommittee on Postsecondary Education agreed to drop its opposition to regulations issued by the Administration setting new eligibility standards for the grants. In exchange, the Administration told the legislators it would withdraw its proposal to require grant applicants to contribute $750 a year toward their education costs.

Rep. Paul Simon, Democrat of Illinois, said the agreement, "like all compromises, is not completely satisfactory for everyone." However, he called for its adoption to insure that students would be notified as soon as possible of their aid awards for the fall.

The processing of applications had been halted while the Administration awaited Congressional approval of regulations changing the formula for calculating students' eligibility for grants in academic 1981-82.

The rules, which were given a go-ahead by the House panel last week, would eliminate a cost-of-living increase that is built into the formula for calculating the amount that families are expected to contribute to their children's college costs. The change would save an estimated $134-million in the current fiscal year.

With the backing of four higher-education associations, the subcommittee decided not to recommend that Congress veto those rules, despite strong objections from some members of the panel and other college groups.

Rep. William D. Ford, Democrat of Michigan, said of the compromise plan, "I think it stinks.

"This is not the end of the road. This

Continued on Page 15, Column 1

CHRONICLE SURVEY

How Colleges Aid this Year's Freshmen

	Median percentages for private institutions									Median percentages for public institutions					
					4-year institutions by tuition range								Tuition range[1]		
	Research & doctoral universities	Comprehensive institutions	4-year liberal-arts colleges	2-year colleges	Under $3,000	$3,000 to $3,499	$3,500 to $4,499	Over $4,500	All private	Research & doctoral universities	Comprehensive institutions	2-year colleges	Under $900	Over $900	All public
Percentage of freshmen receiving aid[2]	46.3%	63.4%	61.4%	77.3%	72.9%	72.8%	60.8%	44.7%	**64.3%**	41.7%	53.5%	38.5%	42.9%	47.1%	**42.7%**
Percentage of freshman aid from various sources															
Pell Grants	7.2%	16.6%	14.6%	35.4%	26.7%	20.3%	14.8%	8.2%	**19.0%**	26.6%	39.9%	48.6%	37.7%	32.5%	**44.4%**
Supplemental grants	6.4%	5.1%	4.8%	5.8%	4.4%	6.0%	4.5%	5.3%	**5.1%**	5.1%	4.8%	4.4%	4.2%	5.7%	**4.6%**
State grants	7.0%	14.4%	16.7%	25.9%	15.9%	20.5%	22.2%	5.1%	**17.9%**	7.2%	11.1%	3.5%	4.6%	11.9%	**5.8%**
College grants	42.3%	21.5%	23.9%	5.0%	14.4%	16.8%	25.3%	42.6%	**20.4%**	6.5%	4.3%	4.7%	5.2%	6.2%	**4.8%**
Institutional loans	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	**0.0%**	0.1%	0.0%	0.0%	0.1%	0.0%	**0.0%**
National direct loans[3]	7.2%	8.7%	8.3%	2.3%	6.1%	13.3%	10.7%	6.4%	**7.0%**	10.4%	7.8%	0.7%	7.8%	11.0%	**3.4%**
Guaranteed loans[3]	8.1%	0.0%	0.0%	0.3%	1.0%	0.0%	0.0%	4.8%	**0.5%**	0.3%	0.0%	0.0%	3.5%	0.0%	**0.0%**
Work-study program	11.5%	9.4%	7.2%	7.1%	9.2%	9.0%	8.3%	7.3%	**7.7%**	7.4%	9.5%	10.9%	10.0%	8.1%	**10.2%**
Institutional employment	0.0%	0.3%	0.7%	0.3%	1.6%	0.9%	0.0%	0.0%	**0.5%**	0.3%	3.4%	1.2%	3.5%	0.0%	**1.7%**
Percentage of freshman tuition returned as student aid	19.6%	13.1%	14.2%	8.2%	12.4%	12.2%	13.7%	18.1%	**13.1%**	6.7%	4.4%	5.6%	6.8%	5.7%	**5.4%**

[1] Does not include two-year institutions.
[2] Does not include freshmen who received aid only in form of loans from banks or other off-campus sources.
[3] Includes only loans administered by colleges and universities, not those administered by banks.
Note: Survey data are from a stratified random sample of 1,135 four-year and two-year colleges and universities. The response among private institutions was: Research and Ph.D.-granting, 21; comprehensive, 39; liberal arts, 90; all private institutions, 169. The response among public institutions was: Research and Ph.D.-granting, 31; comprehensive, 26; two-year, 59; all public institutions, 116. Results for "all private institutions," and "all public institutions" are weighted averages based upon the distribution of institutions by type.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

2 in 3 Private-College Freshmen Found to Rely on Aid

Nearly two-thirds of all freshmen at a typical private college or university last fall relied on financial aid to meet some of the costs of their education, The Chronicle Survey has found.

The public colleges and universities taking part in the survey reported that more than 42 per cent of their freshmen received such aid.

The survey took into account grants to students from all sources, including federal and state governments, the institutions themselves, and private funds.

Not included in the survey were national direct loans and guaranteed loans that students obtained from banks rather than from their college or university.

At private colleges, the higher the tuition, the smaller the proportion of students who received financial aid. At a typical college charging less than $3,500 per year, 73 per cent of the freshmen received financial aid. Where tuition was more than $4,500 per year, the figure was 45 per cent.

On the other hand, at a typical public institution charging less than $900 per year, 43 per cent of the freshmen received financial aid, compared with 47 per cent where the tuition was more than $900.

Of every dollar that the median private institution received in tuition from freshmen, 13 cents went back to them in the form of scholarships or grants, The Chronicle Survey found. The median public institution returned less than 6 cents of each tuition dollar to their first-year students.

The survey was conducted for *The Chronicle* by John Minter Associates, a higher-education research organization in Boulder, Colo. Data were collected from financial-aid officials at 1,135 colleges and universities in a national sample.

The survey found that only one-tenth of 1 per cent of the financial aid for last fall's freshmen at private colleges and universities came from endowment funds earmarked for student aid.

Now, federal grants (Pell Grants and supplemental grants combined) contribute the largest share of financial aid—a median 24 per cent at private institutions and 49 per cent at public institutions.

Funds from the institution play a much larger role at high-priced private institutions than at those with lower tuition. At institutions charging more than $4,500, 42.6 per cent of the aid for freshmen comes from institutional funds. That drops to 14.4 per cent at institutions with tuition rates under $3,000.

Among the private institutions, research universities and other universities granting doctoral degrees rely most heavily on institutional funds for freshman aid—a median of more than 42 per cent.

—JACK MAGARRELL

In Federal Agencies

Discrimination. The Office of Federal Contract Compliance Programs in the Department of Labor proposed, in the March 27 *Federal Register*, to withdraw regulations published on January 16 that would have restricted federal contractors' paying employees' membership fees at private clubs that discriminate on the basis of race, color, religion, sex, or national origin. The public may comment until April 27 on the proposed withdrawal of the rules, which had been scheduled to take effect February 17.

Education programs. The Department of Education announced, in the March 27 *Federal Register*, that it intended to review and possibly revise 29 sets of rules and regulatory interpretations issued by the Carter Administration, including regulations governing student-aid programs, graduate fellowships, library grants, and other programs aiding higher education. The rules are expected to take effect March 30, whether or not the review has been completed. The public may comment on the rules under review until May 31.

Job safety. The Occupational Health and Safety Administration proposed, in the March 27 *Federal Register*, to withdraw rules published on January 19 that would amend standards for regulating the exposure of workers to potential carcinogens.

People

A. James Barnes, lawyer and professor of business administration at Georgetown University, has been nominated to be General Counsel at the Department of Agriculture.

Richard T. Pratt, professor of finance at the University of Utah, has been appointed chairman of the Federal Home Loan Bank Board.

James Thomas, Inspector General of the Department of Education in the Carter Administration, has been renominated for the post.

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$100-Million Cut in U.S. Loan Funds to Mean 70-Pct. Slash for Some Colleges

WASHINGTON

The delayed effects of Congress's decision last year to cut back appropriations for loans to poor students are now being felt by colleges nationwide. The ax has fallen more heavily at some institutions than at others.

Some colleges participating in the National Direct Student Loan program have learned that their allotments from the federal government may drop by more than 70 per cent in academic 1981-82.

Last year, Congress voted to appropriate only $186-million for new direct-loan capital this year—despite warnings from college spokesmen that the $100-million reduction from fiscal 1980 spending levels would mean that 100,000 fewer students would receive loans next fall.

The Department of Education calculates tentative awards to colleges after allotting the money to the states according to a statutory formula.

Disparities Among States

Now that the department has notified colleges and universities of the tentative allocations for direct loans for academic 1981-82, campus officials are finding wide disparities in the share of the $100-million cut that is being borne by different states.

Colleges in Maine, for example, are slated to receive 72 per cent less next year than they were allotted this year, while Utah would take only a 20-per-cent cut in its total allocation.

"There is no rhyme or reason of any kind in the distribution of federal money," says Walter H. Moulton, director of student aid at Bowdoin College.

"What it says to a student is: If you're desperate for an N.D.S.L., don't pick a Maine college."

9-Pct. Reduction at Duke

Mr. Moulton says his institution has been tentatively allotted only $36,959 in new federal capital next year—down from the $93,955 Bowdoin received in the current academic year. As a result, he says, the number of students receiving direct loans will drop from 240 to about 190 next fall.

At Duke University, however, new federal loan funds would drop by only about 9 per cent next year under the tentative allocations, say officials.

Robert R. Coates, chief of campus-based programs in the Department of Education's office of student financial aid, says the $100-million cut in appropriations could not be spread more evenly among the states because officials were required by law to follow complicated state-allotment formulas.

About 90 per cent of the money appropriated for loans is distributed to states on the basis of student enrollment.

In past years, much of the remaining 10 per cent was distributed to states where students needed more aid than was provided under the enrollment-based formula.

Because of the shortfall in appropriations this year, the extra 10 per cent had to be used to meet another statutory requirement: that each state's allotment be at least as much as it was in 1972.

As a result, Mr. Coates says, the states that relied heavily on the additional, need-based funds—and those that had expanded their loan programs since 1972—received disproportionately large cuts.

Because the system has created such disparities among states' shares of the $100-million cut, Mr. Moulton says, some college officials in Maine are considering filing a lawsuit to challenge the legality of the formula.

"The inequity has been there all along, though it may have been disguised," Mr. Moulton says. "But the unfairness of the state-allocation formula becomes clear as soon as you have a $100-million reduction."

Loan Fund May Be Cut in Half

Colleges that began making a significant number of direct loans only in recent years will have the greatest difficulty making up for the cutback in federal appropriations, aid officers say, because such institutions have relatively little money coming in from repayments of old loans.

One such institution, Suffolk University in Massachusetts, has been told it will receive about half as much new federal capital in academic 1981-82 as it did this year.

"For a college like ours," says Darcy A. Lincoln, director of financial aid at Suffolk, "a cut like this is tremendous, because we don't have collections to fall back on to offset the loss of federal contributions."

As a result, Ms. Lincoln says, Suffolk may be unable to lend to any new graduate or undergraduate students and probably will have to reduce the size of loans to students already borrowing under the program.

Even colleges that collect larger sums on old loans may have to reduce the number of new direct loans they make in the fall, campus officials say, because of rising education costs.

At the University of Mississippi, which has been slated to receive no new federal loan capital next fall, Sidney S. Tate, director of student financial aid, says about 100 fewer students will receive direct loans—despite the fact that the institution collects about $600,000 a year in repayments of old loans.

College officials hope that Congress will provide some relief by restoring the $100-million cutback later this year, when it considers supplemental appropriations for fiscal 1981.

In addition, many institutions also hope to receive additional money under procedures by which they can ask the Department of Education to revise their tentative allocations for campus-based aid.

The government panel that reviews such requests began deliberations last week, on a record number of appeals for additional money under the direct-loan and other campus-based aid programs. According to Mr. Coates, the department has received more than 900 such requests this year, compared with 650 in 1980.

If their institutions do not get additional loan money, many campus officials predict that more students will be forced to take out Guaranteed Student Loans—despite the Reagan Administration's efforts to curtail borrowing under that program.

Reductions in Other Aid

However, because it is unclear whether or not Congress will accept the Administration's proposed guaranteed-loan reforms, one college official says, "We don't even know whether to encourage students to apply for a guaranteed loan."

Compounding the problems created for campuses by the reduction in federal loan capital are unexpected reductions in allocations under the two other campus-based aid programs—Supplemental Educational Opportunity Grants and College Work-Study. This is true despite the fact that appropriations for those programs remained at their fiscal 1980 levels, $370-million and $550-million respectively, for the coming academic year.

Many of the institutions whose federal money under those programs was increased last year have found their allocations cut back for academic 1981-82, according to Dallas Martin, executive director of the National Association of Student Financial Aid Administrators.

The University of Texas at Austin, for example, is slated to lose more than $195,000 in supplemental grants and $377,000 in work-study money next year, after having gained comparable amounts for this year.

"It's like a roller coaster," says Michael A. Novak, associate director of student financial aid at the University of Texas. "In one year we may be able to award more than we anticipated, we build up students' expectations, and then can't meet them the next year."

Meanwhile, other institutions that had their work-study and supplemental-grant allocations cut last year have seen their allotments rise for the fall.

Although many factors determine an institution's allotment, aid officers say the fluctuation this year has also been affected by changes Congress made last fall in the formula that states use to allocate money to institutions for supplemental grants and work-study programs.

Before the Education Amendments of 1980 were enacted, a new formula was put into effect to insure that colleges got their "fair share" of campus-based aid. The formula increased the amount of money distributed on the basis of the financial need of students at a particular college, rather than on the amount the institution spent in previous years.

The education amendments, in effect, reversed that change in the work-study and supplemental-grant programs by reducing the amount of money that is distributed according to need. As a result, many colleges that had been awarded more money for academic 1980-81 under the "fair share" formula had their allocations reduced for next fall.

"It's creating a whole atmosphere of discontent and uncertainty," says Charles M. Devlin, dean of student financial services at Northeastern University. "No one knows from one year to the next exactly what's going to happen. So you just guess."

—JANET HOOK

How Direct Student Loans Are Allocated Among States

States	Final allocations for 1980-81	Tentative allocations for 1981-82	Proportion of 1980-81 funds allocated for 1981-82
Alabama	$ 4,411,225	$ 3,032,149	68.74%
Alaska	272,457	106,395	39.05%
Arizona	3,995,468	2,471,408	61.86%
Arkansas	2,315,598	1,457,592	62.95%
California	30,446,730	18,645,715	61.24%
Colorado	4,082,828	2,630,961	64.44%
Connecticut	3,723,400	2,188,563	58.78%
Delaware	694,520	476,005	68.54%
Florida	7,750,923	5,352,334	69.05%
Georgia	4,771,040	3,351,786	70.25%
Hawaii	962,102	704,278	73.20%
Idaho	1,156,062	691,801	59.84%
Illinois	13,963,298	8,202,893	58.75%
Indiana	7,344,307	4,034,327	54.93%
Iowa	4,970,385	2,654,513	53.41%
Kansas	2,516,764	1,898,675	75.44%
Kentucky	3,360,896	2,298,307	68.38%
Louisiana	4,753,250	2,904,258	61.73%
Maine	2,687,936	736,958	27.42%
Maryland	4,376,649	2,694,611	61.57%
Massachusetts	12,688,241	6,413,797	50.55%
Michigan	9,819,165	7,034,675	71.64%
Minnesota	6,196,582	4,024,214	64.94%
Mississippi	2,765,908	1,857,664	67.16%
Missouri	6,547,774	3,666,802	56.00%
Montana	873,145	643,581	73.71%
Nebraska	2,663,155	1,486,254	55.81%
Nevada	446,179	300,440	67.34%
New Hampshire	2,224,499	778,588	35.00%
New Jersey	6,157,535	3,873,173	62.90%
New Mexico	1,727,480	956,144	55.35%
New York	26,538,896	15,363,808	57.89%
North Carolina	6,681,355	4,424,314	66.22%
North Dakota	1,079,059	687,086	63.67%
Ohio	13,316,914	7,541,896	56.63%
Oklahoma	4,257,498	2,561,735	60.17%
Oregon	5,209,019	2,204,.750	42.33%
Pennsylvania	14,129,650	8,654,785	61.25%
Rhode Island	1,557,985	996,648	63.97%
South Carolina	3,116,824	1,947,623	62.49%
South Dakota	1,295,444	688,901	53.18%
Tennessee	4,774,390	3,333,922	69.83%
Texas	12,333,291	9,583,254	77.70%
Utah	2,020,580	1,612,401	79.80%
Vermont	1,675,375	542,383	32.37%
Virginia	5,223,079	3,601,047	68.94%
Washington	5,904,420	3,840,324	65.04%
West Virginia	2,361,218	1,350,499	57.20%
Wisconsin	7,159,090	4,215,509	58.88%
Wyoming	311,367	259,005	83.18%
District of Columbia	2,142,562	1,267,348	59.15%
Puerto Rico	3,009,403	2,285,392	75.94%
Virgin Islands	18,591	11,341	61.00%
Totals	**$284,781,511**	**$174,572,832**	**61.30%**

SOURCE: DEPARTMENT OF EDUCATION

Processing of Applications for Pell Grants to Begin

Continued from Page 1

is the beginning of a [budget-cutting] process that is going to bite very deeply into this program," he said.

Representative Ford criticized college groups that backed the agreement, saying they were "giving in too easily" in the fight with the Administration.

Rep. Ted S. Weiss, Democrat of New York, charged that the procedures by which the Administration withdrew and revised the family-contribution formula constituted an "illegal act."

"By our acquiescence, what we're doing is encouraging the Administration in their conviction that they can run the government solely by executive determination," he said.

In addition to agreeing to eliminate the inflation adjustment in the eligibility formula, legislators also accepted the Administration's proposal to drop liberalized standards for calculating the education costs that can be covered by Pell Grants. By dropping those standards, which had been scheduled to take effect this year, the Administration estimates that $374-million will be saved in fiscal 1981.

Under the agreement announced last week, Mr. Simon said the Administration had promised to withdraw its proposal to require students to contribute $750 from money they earn or borrow in order to eligible for Pell Grants for next fall.

However, Mr. Simon said the Administration would continue to press for Congressional approval of that "self-help" requirement next year.

To make up for the $128-million the government calculated it would have saved by requiring the $750 contribution this year, the compromise plan calls for additional spending reductions, to be made by limiting the size of students' grants.

The cuts would be determined by a formula in the Education Amendments of 1980 for reducing awards if Congress does not appropriate enough money to provide students with the full amount they are entitled to.

However, college lobbyists said, awards need not be cut at all if Congress's supplemental appropriations bill for fiscal 1981 provides more money for Pell Grants than the $661-million the Administration has requested.

The Pell Grant agreement was backed by four higher-education associations: the American Association of State Colleges and Universities, the American Council on Education, the National Association of Independent Colleges and Universities, and the National Association of State Universities and Land Grant Colleges.

Other college groups strongly opposed giving in to the Administration's plan—despite the fact that Congressional disapproval of the proposal would have caused further delays in the processing of grant applications.

Richard E. Wilson, vice-president of the American Association of Community and Junior Colleges, said his group had refused to endorse the agreement because needy students attending low-cost institutions would be hit hardest by the Administration's proposals.

Another group that urged rejection of the revised Pell Grant rules, the United States Student Association, is considering filing a lawsuit to challenge the Administration's authority to make changes in the family-contribution schedule for Pell Grants after the Carter Administration issued it in final form.

NOTE

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p. 1, 12.

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JOE MCNALLY
CONGRESSIONAL INFO SERV
4520 E WEST HWY
WASHINGTON D C 20014

ISSN 0009-5982

CHRONICLE of Higher Education

April 13, 1981 • $1.25
Volume XXII, Number 8

News Summary

Articles on inside pages

Federal student-aid funds next year would exceed President Reagan's request by $700-million under a recommendation by the House Budget Committee. Story on Page 17.

The Ford Foundation has set its priorities for the 1980's, including "excellence and equity" in higher education. Story on Page 3.

College and university trustees remain largely uninvolved in the political struggle to oppose federal budget cuts. Story on Page 6.

U.S. aid to El Salvador prompts a three-day protest by students and faculty members as historians meet in Detroit. Story on Page 5.

Anti-military attitudes would not be revived on the campuses by large increases in research funds from the Defense Department, educators tell Congress. Story on Page 17.

Reports of cheating in biomedical research are the subject of Congressional hearings. Story on Page 18.

Support of the humanities is a larger issue than the immediate fate of the National Endowment for the Humanities, says the endowment's chairman. Story on Page 20.

The latest academic mystery by Amanda Cross, *Death in a Tenured Position*, follows a tradition of mystery-writing professors. Story on Page 23.

Poor language teaching in China is undermining that country's efforts to improve technical education, some linguists warn. Story on Page 21.

A proposed "binational college" in the U.S. and Mexico has been rejected by Mexican officials. Story on Page 21.

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Michigan State's Budget Cut $13.5-Million; 368, Many with Tenure, Face Loss of Jobs

Professor Frank J. Blatt: "I can't believe they did this."

By Beverly T. Watkins

EAST LANSING, MICH.

In one of the most sweeping actions ever taken at a single institution, the trustees of Michigan State University have cut $13.5-million from the academic budget for 1981-82.

Some 108 faculty members who have tenure or are eligible for it may lose their jobs.

The total budget reduction at Michigan State, including cutbacks in nonacademic areas approved earlier, is $16.9-million—almost 9 per cent of the university's general operating fund.

The administration had sought an even larger reduction—$19-million—to help meet a projected deficit of more than $29-million.

In addition to tenured and "tenure-stream" professors, 70 temporary faculty

Continued on Page 8, Column 1

CHRONICLE PHOTOGRAPHS BY JOHN C. PHILLIPS

President M. Cecil Mackey: Cutting the budget was "an open process."

General Education Called a 'Disaster Area' by Carnegie Officials; Need for Revival Seen

By Malcolm G. Scully

Although general education remains a "disaster area" in most colleges and universities, the times are propitious for a "contemporary revival," according to Ernest L. Boyer and Arthur Levine of the Carnegie Foundation for the Advancement of Teaching.

In an essay prepared for a "colloquium on common learning" last week at the University of Chicago, Mr. Boyer, the foundation's president, and Mr. Levine, a senior fellow, said general education lacked a "sharply defined and clearly stated purpose."

They called for the development of general-education programs stressing "shared values, shared responsibilities, a shared heritage, and a shared world vision."

Compared to a Spare Room

While there is widespread interest in general education on college and university campuses, they said, there is no agreement on its goals. Instead, they said, general education as it now exists can be compared to a spare room in a house, "with no one responsible for its oversight and everyone permitted to use it as he will.

"The one consistent and persistent use to which both general education and the spare room have been put is the least satisfying: they are simply storage spaces, places to keep odds and ends."

Mr. Boyer and Mr. Levine found strong similarities between the present and two earlier periods of interest in general education—the curriculum-reform move-

Continued on Page 4, Column 1

Coleman Study Says Private Schooling Superior to Public; Social Scientists Attack His Findings

By Lorenzo Middleton

WASHINGTON

A new study by the University of Chicago sociologist James S. Coleman that finds private high schools provide a better education than public high schools has come under sweeping attack from other social-science researchers.

The report of the study, "Public and Private Schools," says private schools have a higher level of academic achievement among their students, maintain better discipline, and are less segregated than public schools.

In a companion report, based on the same data, the Rev. Andrew M. Greeley, a Roman Catholic priest and professor of sociology at the University of Arizona, says Catholic schools are "impressively superior" to public schools in educating members of minority groups.

Excerpts from the reports appear on Pages 12-16.

Almost as soon as a draft of Mr. Coleman's report was made public it was widely criticized—largely by opponents of an intensifying campaign for tax breaks for parents of children in private schools. The critics argued that Mr. Coleman had used faulty statistical procedures to reach conclusions that would probably be used by politicians to strengthen support for tuition tax credits.

In defending the study before an audience of 400 scholars and administrators here last week, Mr. Coleman denied that he favored tuition tax credits. He said his

Continued on Page 12, Column 1

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Sociologist James S. Coleman: another controversial report

Coleman Study

Continued from Page 1

findings could be used by public schools to emulate the policies that make private schools successful.

His report predicts that a $1,000 tax credit or school voucher would increase the proportion of students from low-income families in private schools more than it would increase the proportion of students from higher-income families.

Mr. Coleman, who in addition to being professor of sociology at the University of Chicago is senior study director of the National Opinion Research Center, conducted the study with two othe University of Chicago researchers. Their findings were based on a government-financed survey, conducted by the center, of 58,728 seniors and sophomores in 1,015 public and private high schools. The data collected on private schools represent the most extensive examination of nonpublic schools ever made in the United States.

Judging by the intensity of the debate thus far, the report could be as controversial as Mr. Coleman's 1966 work, *Equality of Educational Opportunity*.

That report, also based on a government-financed study, was compiled while Mr. Coleman was at the Johns Hopkins University. School desegregation, it said, was somewhat beneficial to black students and not apparently harmful to white students. The report became the scholarly basis for many of the mandatory school-desegregation efforts over the past 15 years. It, too, was criticized by other researchers, who found that desegregation had less positive effects than those reported by Mr. Coleman.

The 1966 findings became even more controversial in 1975, when Mr. Coleman announced he had reassessed his original conclusions and found that mandatory desegregation had more negative than positive effects.

Mr. Coleman's new study will probably be the subject of scholarly research and debate for some time.

"I have the feeling that Coleman has done it again. He has catalyzed another area of inquiry," said Donald Erickson, a University of San Francisco researcher who studies private schools.

While lauding the scope of Mr. Coleman's research, other scholars sharply criticized his conclusions.

The study found that students in Catholic and other private high schools attained a higher level of academic achievement than students from similar family backgrounds in public schools.

Discipline, the report says, is better in private schools, accounting for "the greatest difference found in any aspect of school functioning between public and private schools."

The report also concludes that while private schools enroll fewer black students, public schools are more racially segregated.

'Impressively Superior'

Mr. Greeley's report, "Minority Students in Catholic Secondary Schools," concludes that "the academic outcomes of Catholic secondary education for minority groups are impressively superior to the academic outcomes of public education for the same groups."

The Greeley report notes that students in Catholic schools—which enroll two-thirds of the country's 1.4 million private-school students—are 20 per cent more likely to do five hours of homework a week than are public-school students, 29 per cent more likely to be confident of graduating from college, and are more apt to score higher on standardized tests.

Both the Coleman and the Greeley findings were faulted by evaluators at the National Center for Education Statistics, the agency of the Department of Education that sponsored the Coleman survey. In one of the most glaring differences in findings, N.C.E.S. evaluators found that Catholic-school attendance had no positive effect on academic achievement.

At an N.C.E.S.-sponsored conference in Washington last week, a number of other researchers fired broadsides at the two reports.

"It is not necessary to refer to Dr. Coleman's and Mr. Greeley's findings to convince most Americans that private schools are better than public schools," said Gail E. Thomas, a sociologist at Johns Hopkins. "Whether totally or partially true or false, many Americans believe this.

"Therefore the question is: So what if private schools are better? What type of constructive direction or model for public schools can be derived from the results that have been reported on private schools?"

David W. Breneman, a senior researcher at the Brookings Institution, objected to Mr. Coleman's suggestion that tuition tax credits would increase the number of minority students in private schools. He noted that the study did not address "the behavior of the schools in selecting and excluding students."

Mr. Breneman and others argued that the Coleman study was released "prematurely," before other researchers had had a chance to review the data.

Before long, Mr. Breneman predicted, a number of politicians will be "standing on the floor of the Senate, waving this report as evidence of support for tuition tax credits."

Warning against such a reaction, Michael A. Olivas, a researcher for the League of United Latin American Citizens, said the issue of allowing tuition tax credits "is not a research question. It is a political question and an economic question. I urge caution against political pronouncements and policy considerations for data that we don't understand."

One in Two High-School Seniors Planning College Within Year

WASHINGTON

More than half of the country's high-school seniors plan to begin a college education within a year after they graduate, according to study released by the National Center for Education Statistics.

About 80 per cent plan to get some kind of postsecondary education eventually, the study found.

The study was based on a 1980 survey of 28,000 seniors enrolled in 1,015 public and private high schools. It was conducted for the federal government's center for education statistics by the National Opinion Research Center at the University of Chicago.

The results showed a slight increase in the number of college-bound seniors compared with the number in a similar "longitudinal" study conducted in 1972.

The two studies showed marked differences in students' expected fields of study, confirming other reports that business has replaced the social sciences as the most popular major over the past decade. —L. M.

FACT-FILE

Fields of college study planned by high-school seniors

	1980	1972
Business	22%	13%
Engineering	10%	5%
Health services	8%	12%
Preprofessional	8%	—
Education	6%	12%
Computer and information science	5%	2%
Social sciences	8%	17%
Art	4%	3%
Communications	4%	2%
Vocational or technical	3%	3%
Biological sciences	3%	10%
Agriculture	2%	3%
Architecture	2%	2%
English	2%	3%
Home economics	2%	2%
Music	2%	3%
Physical science	2%	3%
Foreign language	1%	1%
Mathematics	1%	2%
Philosophy or religion	1%	1%
Other fields	4%	0.5%

1980 seniors' educational expectations and plans to use financial aid

	All seniors	Socio-economic status †		
		Low	Middle	High
College				
Less than 2 years	3%	3%	3%	1%
2 years or more	12%	12%	14%	9%
4-year or 5-year degree	26%	16%	25%	37%
Master's degree	11%	5%	9%	22%
Ph.D. or professional degree	9%	5%	7%	17%
Vocational, trade, or business school				
Less than 2 years	8%	11%	9%	2%
2 years or more	11%	14%	13%	6%
High-school graduation or less	20%	34%	19%	5%
Scholarships and grants				
Federal	43%	68%	48%	24%
Nonfederal	42%	46%	44%	38%
Total	59%	76%	63%	46%
Loans				
Federal	21%	25%	22%	17%
Nonfederal	34%	37%	36%	29%
Total	40%	44%	42%	35%
Work aid	32%	46%	33%	24%
All financial aid				
Federal	58%	78%	63%	42%
Nonfederal	56%	60%	59%	50%
Total	73%	87%	76%	62%

— Comparable figure for 1972 not available.
† The measure of socio-economic status includes family income, parents' education, and father's occupation.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

'Public and Private Schools': Text of Coleman's Summary

WASHINGTON

Following is the text of a draft copy of the summary of major findings of Public and Private Schools, a report by James S. Coleman, Thomas Hoffer and Sally Kilgore.

One of the emerging policy questions in American education in recent years has been the question of the role that private schools should play. Although any answer to this question depends in part on values, it also depends on facts. For how well do public and private schools work for children? Are private schools cost-effective, and if so, along what lines? Do private schools foster greater equality than public schools, and if so, how?

Recent policy discussions concerning private schools in the United States have included both proposals that would increase their role in American education and proposals that would decrease their role. As an example of the latter, it has been proposed that private schools meet a racial composition criterion in order to maintain tax-exempt status. On the other side, there have been proposals for tuition tax credits for private schools, and, at the state level, proposals for educational vouchers.

These policy proposals are based in part on assumptions about the current roles and current functioning of public and private schools in America. The report is intended to provide evidence relevant to such proposals.

Using data collected in the first survey of the National Center for Education Statistics study, *High School and Beyond*, the report covers four major areas of interest in the public and private schooling issue: student achievement within the public and private sectors; resources available in these schools; the functioning of these schools; and the outcomes for students.

The data, which derive from representative samples of approximately 58,000 sophomore and senior students and private secondary schools, as well as their respective school officials, are used in the analysis. Catholic schools, which comprise about two-thirds of the total private sector, and other private schools are separately compared to public schools in the report.

Listed below are a number of the premises underlying policy proposals that would increase or decrease the role of private education in the United States.

Following each of these assumptions is a brief summary of our relevant findings.

Premises underlying policies that would increase the role of private schools:

1 Private schools produce better cognitive outcomes than do public schools.

The evidence is that private schools do produce better cognitive outcomes than public schools. When family background factors that predict achievement are controlled students in both Catholic and other private schools are shown to achieve at a higher level than students in public schools. The difference at the sophomore level, which was greater for Catholic schools than for other private schools, ranged from about a fifth of the sophomore-senior gain to about two-thirds the size of that gain (i.e., from a little less than half a year's difference to something more than one year's difference).

This evidence is subject to a caveat: Despite extensive statistical controls on parental background, there may very well be other unmeasured factors in the self-selection into the private sector that are associated with higher achievement. When we examined gains from the sophomore to the senior year in the three sectors, the first evidence was that students from comparable backgrounds make greater gains in other private schools than in public schools, but that students in Catholic schools do not. However, the much greater sophomore-senior dropout in public schools than in either the Catholic or other private schools shows that the apparent public-school gains have a considerable upward bias, leading to the conclusion that greater cognitive growth occurs between the sophomore and senior years in both private sectors than in the public sector.

A caveat to all these results is shown by the high-performance public and private schools. Performance was much higher in both of these sets of schools, than in any of the three sectors, although these schools could not be separately studied in the extended analysis because of ceiling effects in achievement scores.

2 Private schools provide better character and personality development than do public schools.

Little evidence on character and personality development was provided in this report. However, students in other private schools show both higher levels of self-esteem and fate control than sophomores and higher gains from the sophomore to senior year than students in public or Catholic schools. The inference that there is greater growth on these dimensions in other private schools is strengthened by the fact that students in high-performance private schools showed even higher levels as sophomores, and similarly high sophomore-senior gains, while students in high-performance public schools did not, despite the fact that the parental backgrounds of students in the latter schools are higher than those in other private schools. The fact that the other private and high-performance private schools have less than half the student-teacher ratio of schools in the other sectors suggests that the difference might be due to this.

3 Private schools provide a safer, more disciplined, and more ordered environment than do public schools. The evidence is strong that this premise is true.

The greatest difference found in

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NOTE

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THE CHRONICLE
of Higher Education

April 20, 1981 • $1.25
Volume XXII, Number 9

News Summary

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Today's college students have "serious misconceptions" about key international issues, a study finds. Story on Page 21.

A dissident Polish poet has joined Harvard University's faculty, after a three-year fight to win permission to leave Poland. Story on Page 20.

A glimpse of Dartmouth College's admissions "round table" is presented in a new National Public Radio show. Story on Page 9.

Despite budget cuts, Keene State College inaugurated its first woman president with proper ceremony after faculty, students, and private donors stepped in. Story on Page 5.

Broadway is 400 miles away, but the students in Carnegie-Mellon's drama department think the school offers the best theatrical training in the country. Story on Page 3.

Thomas P. Melady, president of Sacred Heart University, has been nominated to be Assistant Secretary for postsecondary education. Story on Page 15.

College students descended on Capitol Hill last week to lobby against President Reagan's proposed budget cuts for higher-education programs. Story on Page 15.

The Reagan Administration will work to preserve the heritage of black colleges, Vice-President Bush says. Story on Page 13.

The coming of age of ethnic history is symbolized by publication of the *Harvard Encyclopedia of American Ethnic Groups*. Story on Page 23.

Radio and television have become prime educational tools for students in far-flung areas of China. Story on Page 19.

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New 'Core' Curriculum Working Well, Harvard Dean Says; Critics Less Vocal

By Malcolm G. Scully

CAMBRIDGE, MASS.

Because Harvard is Harvard, its decision in 1978 to adopt a required "core" curriculum for all undergraduates has received more attention than most curricular reforms at American colleges and universities.

The new curriculum—which, when fully in effect in 1982-83, will constitute about one-quarter of a Harvard undergraduate's four-year program—has been praised as a model for American higher education and criticized as a warmed-over version of distribution requirements.

Initially, it was opposed by many students who said that the requirements would limit their educational freedom. Some faculty members—especially those in the sciences—expressed doubts that core courses of sufficient rigor could be developed. And some outsiders questioned the "newness" of the university's new curriculum. "Harvard," wrote one critic, "apparently cannot bear to forswear the general-education ideal altogether and try something new and different."

Now, after two years' experience with the program, its chief patron—Henry Rosovsky, dean of the faculty of arts and sciences, says he still thinks it's a good idea, that it's working pretty well, but that some specific and long-range problems remain unresolved.

In an interview here, Mr. Rosovsky said the core curriculum had "attracted many of our best, senior professors" back into undergraduate classrooms. He added that it had also apparently "been a positive element in attracting applicants" to Harvard.

The core curriculum differs from general education, Mr. Rosovsky said, because it reaffirms a set of educational priorities that had been lost under the former program.

He first described those priorities in 1976 in a report in which he listed six basic characteristics of educated men and women:

▶ The ability to "think and write clearly and effectively."

▶ An "informed acquaintance with the mathematical and experimental methods of the physical and biological sciences, with the main forms of analysis and the historical and quantitative techniques needed for investigating the workings and development of modern society, with some of the important scholarly, literary, and artistic achievements of the past, and with the major religious and philosophical conceptions of man."

▶ An awareness "of other cultures and other times."

▶ "Some understanding of, and experience in thinking about, moral and ethical problems."

▶ "Good manners and high aesthetic and moral standards."

▶ "Depth in some field of knowledge."

"I think that that definition of an educated person was valid 30 years ago and

Continued on Page 13, Column 1

NEA, 'In' During Carter Administration, Must Adjust to Being 'Out' Under Reagan

By Beverly T. Watkins

WASHINGTON

Less than a year ago, the National Education Association was one of the most politically influential organizations in the United States.

It had a staunch ally in the White House and many more in Congress. It had attained one of its most cherished goals—the creation of a U.S. Department of Education—as well as significant increases in federal aid to education. Its members constituted one-tenth of the delegates to the Democratic national convention. It was the subject of numerous articles in newspapers and magazines, often mentioned in the same sentence with the A.F.L.-C.I.O., the United Auto Workers, and other influential labor groups.

Today the 1.8-million-member teachers' union finds its influence much diminished.

One of its severest critics is now President. Many of its Congressional allies are gone, replaced by legislators who are much less sympathetic. The Department of Education is threatened with extinction, or at least with elimination from the Cabinet. The federal education budget faces large reductions. Tax credits for tuition—which the N.E.A. has long opposed—are given a good chance of winning Congressional approval.

Despite those troubles, N.E.A. leaders say their organization has no plans to withdraw from politics. Indeed, it is redoubling its efforts.

"We supported Carter with zeal," says Terry Herndon, the N.E.A.'s executive director. "We did the best we could to elect our friends and defeat our enemies. We are convinced that we did the right thing by being involved in the election. Our only error is that we lost."

"N.E.A. members will be as active politically in 1982 and 1984 as they were in 1980."

Eight N.E.A. members sit on the Democratic National Committee. "We also have a number of teachers in state and local politics in both parties," Mr. Herndon says. "We are constantly effecting the advance of N.E.A. objectives through the political system."

In one of the first electoral tests of the Reagan Administration, the N.E.A. endorsed a moderate Republican for the

Continued on Page 22, Column 1

Methods of Rating Colleges Called Deficient

By Jack McCurdy

LOS ANGELES

The way in which American colleges and universities are rated, a major source of controversy for over half a century, remains severely deficient, two investigators told a session of the American Educational Research Association's annual meeting here last week.

They believe such comparisons will be a major issue in the 1980's, when many institutions of higher education are expected to be looking for ways to retrench.

But there is little hope that a national system that is fair and reliable can be developed, the researchers said.

Judith K. Lawrence, of the Higher Education Research Institute in Los Angeles, citing preliminary results of a study of ratings of undergraduate education on which she is working, was pessimistic about the possibility of establishing such a system.

"It will apparently be impossible to make comparisons of the quality of undergraduate programs on a national scale across whole systems," she said.

However, Ms. Lawrence said she and the study's principal researchers, Alexander W. Astin and Lewis C. Solmon, expected to learn a great deal from the study, such as how to compare the quality of programs within geographical regions, which may turn out to be more useful than national rankings.

David Webster, a doctoral student and fellow at the University of California at Los Angeles, said widely used rankings based on the reputations of universities,

Continued on Page 7, Column 5

The Presidential Inauguration that Almost Wasn't

Keene State's first woman chief canceled the ceremony after state budget cut; her colleagues secretly raised private funds

By Lawrence Biemiller

KEENE, N.H.

The most remarkable thing about Barbara J. Seelye's inauguration this month as the sixth president of Keene State College was that it happened at all.

It was somewhat overdue to start with—Ms. Seelye, the college's first female president, had been in office since last July—and on February 27, after Gov. Hugh J. Gallen announced a surprise 25-per-cent reduction in state spending during what remained of the current fiscal year, the weekend of inaugural events fell victim to Ms. Seelye's sudden austerity program.

The cancellation, which saved the college $10,000, was just one of several economies prompted by the governor's announcement. After meeting with the principal administrators of the college, Ms. Seelye ordered a hiring freeze, banned nonessential travel by college employees, halted almost all purchasing, and postponed some physical-plant maintenance.

"For the next two weeks, whenever I came around, people would suddenly stop talking," Ms. Seelye said. "They'd just shut up. I thought, 'They must really hate me because of all the cuts I made.'"

Actually, they were plotting among themselves, trying to organize enough support to give Ms. Seelye the inaugural celebration they thought she—and Keene State College—deserved.

■

Governor Gallen's decision, which in its initial form would have cost Keene State about $380,000 over the four months that then remained in fiscal 1981, came about largely because the state's revenue predictions for the year were inaccurate, according to Wendell L. Pollock, the college's business administrator.

New Hampshire this year ranks fiftieth in per-capita appropriations for higher education; it spends $37.11 per resident while the national average is $95.39. In part, Mr. Pollock says, this is because New Hampshire has for years resisted taxing either sales or personal income. Much of the state's revenue comes from what are locally called "sin taxes"—on liquor and racing—and from hotel taxes and other fees paid by tourists.

But the winters of 1978-79 and 1979-80 were bad for the skiing industry, and then a fire destroyed one of the racetracks. The state government, facing a growing deficit, began ordering spending cuts. Last fall, appropriations were trimmed by 2 per cent across the board, which Mr. Pollock says caused the college only a little trouble, but in February came the 25-per-cent slash in the balance of the year's financing—or about 8 per cent of the college's total state appropriation.

The college depends on state funds for about a third of its $13-million annual budget, Mr. Pollock says. The other two-thirds are provided by tuition—$800 per year for New Hampshire residents, $2,700 for out-of-state students—and other fees.

Late last month, Governor Gallen revised his cutback order to exempt money budgeted for salaries; the result is that Keene State will lose only about $91,000 rather than $380,000. But by the time the revision was announced, Ms. Seelye's inauguration was already back on the calendar.

■

The plot began, almost everyone here agrees, with Tara Stuart, an associate professor of speech and communication.

Two days after Ms. Seelye announced the cancellation, Ms. Stuart says she woke up in the middle of the night, certain she had just dreamed that the inauguration had taken place. She went back to sleep—and had the same dream again.

In the morning, Ms. Stuart says, she called Robert Mallat, the college's director of resource administration, and Ronald Herron, dean of student affairs, and enlisted their support in a scheme to raise private money for the inauguration. Then she called friends on the faculty, asking them to call others in their departments and let them know that they could contribute to an inaugural fund if they so desired.

The faculty and staff responded generously, says Mr. Herron, a member of the inaugural planning committee. At about the same time, alumni, parents, and members of the Keene community started calling to ask if there was anything they could do to help.

The student government's board of selectmen voted $100—as much as they are authorized to allocate without a campuswide referendum—toward an inauguration, and other students offered to contribute their time and energy.

Two and a half weeks after Ms. Seelye announced the cancellation, the inaugural committee had collected enough money to go ahead with its work, although planned meals were cut back and the guest list was pared considerably. (The committee decided, for instance, not to invite all 424 members of the New Hampshire legislature, which is said to be, after the British Parliament and the U.S. Congress, the third largest democratic legislature in the world.)

■

The inaugural festivities began on a Friday morning with a symposium entitled "The Academy and the Marketplace." Friday evening brought an inaugural concert by student and faculty performers, including the college's 26-member guitar orchestra. Ms. Seelye made a point of standing to applaud the musicians—and, in deference, the rest of the audience stood with her.

Early Saturday afternoon, guests assembled for lunch in the commons and then walked over to the gymnasium for the formal installation ceremony. On the way, they passed an anti-inaugural protest by half a dozen campus Marxists who carried aloft two large red flags and, when Governor Gallen appeared, shouted, "Hey, Hugh! Come on over and join us!" He declined.

One student protester said the demonstration, led by Craig McDonough, an associate professor of economics, was motivated by "the administration's concern for pomp and circumstance instead of students," and that the school was "a diploma mill that offers nothing but ideological toilet-training."

Most of the guests ignored the protesters, who were in any case outnumbered by Keene city police officers posted at the gymnasium door.

The ceremony itself was long on both welcomes and praises for Ms. Seelye.

A former high-school English teacher, she has also studied communication theory, speech pathology, and biology. In 1974, she became the first dean of the new college of professional studies at Northern Illinois University at De Kalb, where she stayed until coming to Keene.

It is perhaps significant that only once during the installation ceremony did someone—it was Governor Gallen—mention that the college's new president is a woman.

Ms. Seelye is one of four female college and university presidents appointed during the past year in New Hampshire, a state that has only 24 institutions of higher learning altogether. Five of them now are headed by women.

■

"There's a wonderful sense here of the whole community sharing a new beginning," says Mr. Herron, looking back on the inauguration. "We get so few chances to come together for a celebration."

"The campus as a whole feels very good about it," says Cathy Silberdick, a member of the student board of selectmen.

"We needed this—for the college, for the community, and for President Seelye," says Ms. Stuart.

"And it didn't cost the institution a penny," Mr. Herron adds. "We spent about $5,000, and all of it was privately raised."

"For all I know, they may have solicited for this from my mother," says Ms. Seelye with a smile. "But I'm delighted, of course.

"I think of this inauguration as a chance for the college to celebrate itself. And I think the support from the Keene community was rather overwhelming to us all."

The legislature, gathered now in Concord for its biennial session, probably won't finish its budgetary work until after the new fiscal year begins on July 1. That makes financial planning somewhat difficult for the college, Ms. Seelye admits, but she believes that this year's appropriations roller coaster will leave the school better able to cope with austerity in the future.

"The governor's budget cuts didn't prove catastrophic," she says. "I think in the end we'll see they were a good thing, because they force us to look at our priorities very carefully—we're going to be doing a lot of evaluation this summer. And then, because we have defined our goals and made our own changes from within, Keene State will be a stronger institution."

J. M. McCARTHY

Keene State's President Barbara J. Seelye

Efforts to Place Women as Heads of Colleges Gain Momentum

"I don't like it when I'm labeled as the 'first woman president,'" says Evelyn E. Handler, who acquired just that distinction at the University of New Hampshire last October. "I'm not comfortable with it."

But for Ms. Handler and others on the short roster of female college and university presidents, such labels are difficult to avoid. A survey of 2,765 higher-education institutions by the American Council on Education last December found only 219 headed by women.

"Firsts" are still common among them. It was not until last month, when Barbara W. Newell became chancellor of the State University System of Florida, that a woman took charge of a multicampus state university. On the other hand, some women's colleges, including many run by Roman Catholic orders, have traditionally had female presidents.

Formal and informal efforts are now under way, however, to increase the number of women in college and university presidencies, and they are making some headway, not only among private colleges but among public institutions, as well.

Such programs—led by the American Council on Education's Office of Women and the Association of American Colleges' Project on the Status and Education of Women—helped ease Ms. Handler's path to her new post and helped guide the Florida system's regents toward their appointment of Ms. Newell.

In any institution's search for a president, a wide variety of factors are considered, and officials of both the A.C.E. and the A.A.C. stress that in no case do the current efforts to increase the number of female chief executives play a leading role in influencing a search committee's decision, nor are they intended to. Rather, they are designed to put all candidates on an equal footing by helping women overcome obstacles that male candidates don't face.

Among those obstacles:

▶ Governing boards composed mostly of men. In 1977, the most recent year for which figures are available, only about 15 per cent of governing-board members were women, according to Robert L. Gale, president of the Association of Governing Boards of Colleges and Universities.

Says Martha Church, president of Hood College, "Until the composition of governing boards changes, the chances of women surviving the search process are going to be limited, except at extraordinary institutions that are willing to take risks. Sixty-year-old gentlemen see men as safer bets."

▶ Members of search committees who, according to Ms. Church, fear that women lack budgetary and fund-raising experience.

▶ An unwillingness to relocate on the part of married women who might otherwise apply for presidencies—particularly those whose husbands have lucrative jobs. Many academic women, notes Donna Shavlik, associate director of the A.C.E.'s Office of Women, are married to academic men who are tied to a location by tenure.

▶ The lack of a feminine counterpart to the informal, but highly influential, "old boy" networks, to which

Continued on Following Page

Female College Presidents

	1980				1975	
	Total	Members of religious orders	Women's institutions	Coeducational institutions	Total	Members of religious orders
Private institutions						
Four-year	124	80	59	65	98	79
Two-year	33	20	18	15	34	26
Public institutions						
Four-year	21	0	1	20	5	0
Two-year	41	0	0	41	11	0
All institutions	219	100	78	141	148	105

SOURCE: OFFICE OF WOMEN IN HIGHER EDUCATION, AMERICAN COUNCIL ON EDUCATION

Presidents

Continued from Preceding Page

women do not generally have access. Those networks, notes Bernice Sandler, executive director of the A.A.C.'s Project on Women, provide information and support to men in upper-level positions.

Ms. Sandler, who has been working with such issues since 1969, says women "still have to work twice as hard to get half as far. Women are hired for their achievements, whereas men are hired for their potential."

"Search committees want to see certain things on your *vita* before you're even interviewed. And they're not always willing to look for equivalent experiences," says Ms. Handler, who went from the post of dean of sciences and mathematics at Hunter College of the City University of New York to the presidency of the University of New Hampshire. She calls the New Hampshire search committee "very forward thinking."

The catch, in a country where fewer than a third of the faculty members are female, is that "women haven't been in the pipelines for more prestigious positions," Ms. Sandler says. Few women hold academic deanships or vice-presidencies, she notes.

Even scarcer, according to Ms. Shavlik, are female business and development officers.

Discrimination is not always to blame, according to Emily Taylor, director of the A.C.E.'s Office of Women. "In some areas," she says, "there are more doors open than there are women ready to go through them in vast numbers."

Progress Is Slow

Federal policy has helped cut down on overt sex discrimination, Ms. Sandler says. Although many institutions consider female applicants only as a matter of form, she says, "no one today would publicly say, 'We won't hire a woman as president.'"

But progress is slow—and even slower in the more prestigious schools, Ms. Sandler says.

The A.A.C.'s Project on Women is involved with workshops, programs, and studies to help female academics improve their skills. For instance, Ms. Sandler is seeking a grant to study "mentors"—people who teach younger proteges "when to send a memo, when to call, and when to visit."

Mentors can be instrumental in gaining advancement for their proteges, she says, "but men rarely take women under their wings" because of the sexual innuendoes that could follow.

The A.C.E.'s Office of Women has organized the National Identification Program, a project designed to create a network of women who are qualified for top-level posts.

In this program, according to Ms. Shavlik, women who have attained middle-level administrative posts are invited to attend discussion forums with current college presidents, association representatives, and other higher-education leaders.

Discussions focus on broad issues that the women might not have a chance to address in the course of their everyday work. They gain an opportunity to be heard both by their peers and by leaders who might take an interest in advancing the participants' careers, Ms. Shavlik says. "We encourage people to build relationships that will prove useful later, and we keep people informed about job options."

The program, which operates both on the national level and separately within 49 states, can be credited with helping more than 100 participants advance to top posts in higher education, according to Ms. Shavlik. Thirteen participants have become college or university presidents.

Sometimes, she says, search committees call to ask for female nominees, while in other instances the Office of Women submits nominations for posts it has heard are open. However, she says, the identification program "is not a clearinghouse—we don't offer lists of available women."

That program is not the Office of Women's only activity. Ms. Handler, who had participated in the program on the advice of a former (female) boss before becoming president at New Hampshire, recently attended a workshop for female presidents that was also organized by the A.C.E. office.

"I have never been active in the women's movement," she says, "so I didn't have too many contacts. That's why the workshop for women presidents was so useful. I found out, among other things, that there is a commonality in feeling very alone as president.

"The program, if it does nothing more, helps bring women together and establish contacts. There is a network that men rely on for help when they have problems. Women don't have this yet, but we're working on it."

Ronald Stead, director of the A.A.C.'s Presidential Search Service, estimates that about 25 per cent of all search committees now deal with female finalists. And, he says, "I can't think of a search we've been involved in that hasn't involved at least one female applicant."

Getting a woman's application before a search committee, even if she doesn't reach the final stage, is valuable because it accustoms trustees and regents to the idea of female applicants, Ms. Shavlik says. Since many trustees are members of more than one board, altering their attitudes once can benefit other women in the future.

"Eventually," says Ms. Church, "when the track records of women who have become presidents come to be widely known, I think people are going to conclude that women can handle the management aspects.

In almost every case, women who are now presidents have come into some mess created by a man. And most of us have been able to take the measures that lead to success. We've done very well."

—LAWRENCE BIEMILLER

JOHN C. PHILLIPS

Hood's Martha Church

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Control Data's people, systems and services are helping educators prepare for the '80's.

(Above) Dr. Peter Patton, director of the computer center at the University of Minnesota, was instrumental in developing a course in Ancient Egyptian that takes full advantage of PLATO versatility and extensive graphic capabilities. (Below) Versatility is also well represented by the University's computer center, where two CYBER 170's and an earlier CYBER 74 execute a wide range of instructional, administrative and research applications.

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FACT-FILE

Congressional Districts Where the Student Vote Could Be Decisive

In last fall's elections to the House of Representatives, there were 101 Congressional districts in which the number of college students was greater than the winning candidate's margin of victory. Following is a list of those districts.

State	Representative	Number of students in district	Margin of victory
Alabama	Albert Lee Smith, Jr. (R)	29,144	5,908
Arizona	Morris K. Udall (D)	54,053	35,241
California	Eugene A. Chappie (R)	47,837	19,942
	Don H. Clausen (R)	47,364	23,660
	John L. Burton (D)	26,666	4,769
	Phillip Burton (D)	59,423	51,770
	Ronald V. Dellums (D)	59,930	21,196
	Fortney H. (Pete) Stark (D)	18,657	17,253
	Don Edwards (D)	66,469	43,935
	Tom Lantos (D)	22,552	1,822
	Norman Y. Mineta (D)	44,570	42,996
	Bobbi Fiedler (R)	52,315	846
	Anthony C. Beilenson (D)	54,742	51,648
	Edward R. Roybal (D)	58,070	23,517
	Robert K. Dornan (R)	24,359	3,370
	Mervyn M. Dymally (D)	38,457	30,713
	David Dreier (R)	52,703	12,406
	George E. Brown, Jr. (D)	33,399	8,001
	Jerry M. Patterson (D)	25,788	18,106
	Bill Lowery (R)	76,640	12,048
	Lionel Van Deerlin (D)	16,872	9,469
Colorado	Patricia Schroeder (D)	38,360	33,648
	Ray Kogovsek (D)	24,598	18,414
Connecticut	Samuel Gejdenson (D)	38,092	16,034
	Lawrence J. De Nardis (R)	35,528	11,094
	William R. Ratchford (D)	12,192	1,879
Florida	E. Clay Shaw, Jr. (R)	22,292	18,375
	Dante B. Fascell (D)	67,664	60,086
Idaho	Larry E. Craig (R)	24,018	16,107
Illinois	Cardiss Collins (D)	88,230	61,902
	Paul Simon (D)	35,060	2,277
Indiana	Floyd J. Fithian (D)	38,640	16,274
	John Hiler (R)	23,685	16,966
	David W. Evans (D)	8,045	1,195
	Philip R. Sharp (D)	19,365	12,716
Iowa	Cooper Evans (R)	17,794	6,190
	Neal Smith (D)	18,432	17,554
Kansas	Jim Jeffries (R)	28,235	12,988
	Larry Winn, Jr. (R)	39,232	27,277
Kentucky	Larry J. Hopkins (R)	50,765	31,076
Maryland	Roy Dyson (D)	17,813	7,658
Massachusetts	Barney Frank (D)	43,011	7,566
	Nicholas Mavroules (D)	22,297	8,224
Michigan	Carl D. Pursell (R)	78,203	29,658
	Howard Wolpe (D)	38,213	9,687
	Harold S. Sawyer (R)	18,873	13,975
	Jim Dunn (R)	72,536	3,753
	Donald Joseph Albosta (D)	38,529	11,995
Minnesota	Vin Weber (R)	18,310	17,291
	Arlan Stangeland (R)	19,542	9,580
Mississippi	Jon Hinson (R)	26,734	13,220
Missouri	Wendell Bailey (R)	48,187	31,924
Nebraska	Hal Daub (R)	14,665	11,977
New Jersey	James J. Howard (D)	15,046	633
	Christopher H. Smith (R)	17,235	14,284
	Marge Roukema (R)	24,845	7,415
	Bernard J. Dwyer (D)	45,253	14,513
New York	William Carney (R)	37,091	22,640
	Gregory W. Carman (R)	14,294	9,306
	Raymond J. McGrath (R)	41,909	27,741
	Frederick W. Richmond (D)	39,425	35,347
	Guy V. Molinari (R)	48,142	18,499
	S. William Green (R)	85,920	18,753
	Peter A. Peyser (D)	27,257	10,363
	Matthew F. McHugh (D)	52,655	18,197
	George C. Wortley (R)	45,021	35,796
	Stanley N. Ludine (D)	25,136	16,516
North Carolina	Ike Andrews (D)	46,654	15,594
	Stephen L. Neal (D)	16,994	4,413
	Eugene Johnston (R)	28,671	3,347
	James G. Martin (R)	28,650	27,809
	Bill Hendon (R)	20,313	13,885
Oklahoma	Dave McCurdy (D)	38,600	1,344
Oregon	Denny Smith (R)	29,086	3,514
	James Weaver (D)	37,566	27,885
Pennsylvania	Thomas M. Foglietta (Ind.)	36,837	4,759
	Raymond F. Lederer (D)	49,564	11,613
	Bob Edgar (D)	13,709	10,465
	James L. Nelligan (R)	17,023	7,050
	Marc L. Marks (R)	19,677	303
Rhode Island	Claudine Schneider (R)	47,437	22,017
South Carolina	Thomas F. Hartnett (R)	20,139	4,615
	Floyd Spence (R)	43,010	19,152
	John L. Napier (R)	8,933	4,526
Texas	Ralph M. Hall (D)	54,220	9,173
	Jim Mattox (D)	26,438	2,784
	Jack Fields (R)	13,194	4,710
	J. J. Pickle (D)	79,107	40,496
	Jack Hightower (D)	19,080	17,775
	Ron Paul (R)	25,412	5,645
Utah	James V. Hansen (R)	53,669	13,162
Virginia	Thomas J. Bliley, Jr. (R)	41,972	25,827
	Stanford Parris (R)	42,293	1,165
Washington	Thomas S. Foley (D)	67,028	7,414
	Norman D. Dicks (D)	25,638	14,561
	Mike Lowry (D)	27,559	26,789
West Virginia	Cleve Benedict (R)	32,407	21,539
	David Michael Staton (R)	10,031	10,008
Wisconsin	Robert W. Kastenmeier (D)	56,265	20,998
	Steven Gunderson (R)	43,895	4,784
	Henry S. Reuss (D)	59,526	37,366

SOURCE: UNITED STATES STUDENT ASSOCIATION

FTC Ends 6-Year Study of 'Coaching' Courses for SAT's; Urges Education Department to Look into Issues It Raised

WASHINGTON

The Federal Trade Commission has urged the Department of Education to consider several policy questions arising from studies indicating that "coaching" courses can be effective in helping some students to improve their performance on the Scholastic Aptitude Test.

The commission said it was closing a six-year study of the claims made by schools that provide the courses, but it added that the Education Department should consider several questions that remain, including "the meaning of an examination, designed to measure verbal and math abilities developed over a lifetime, if scores can be improved by a few weeks or months of coaching."

Other questions still to be answered include those that ask why coaching can improve some students' scores and "what impact unequal access to such programs may have on students' educational opportunities."

Two years ago, the commission released the results of a study by its Bureau of Consumer Protection suggesting that, in certain circumstances, coaching did help some types of students.

A staff report issued by the commission said that through 1979-80, materials distributed by the Educational Testing Service, which prepares the S.A.T., and the College Board, which administers it, "did not appear to recognize the possibility of meaningful score gains through coaching."

It said a short statement on coaching distributed to high schools for the 1980-81 testing year gave "a more comprehensive explanation of the possible benefits of coaching" and represented "an important move toward full disclosure."

Alice J. Irby, vice-president of the Educational Testing Service, reiterated the organization's view that "no study has shown evidence of significant score gains from short-term cram courses. Even with longer-term and intensive study of a semester or more, it is impossible to separate the effects of coaching from motivation and self-selection."

She said, however, that E.T.S. was pleased that the commission had closed its study and that educational policy issues were more appropriately the concern of the Education Department and other education groups.

—CHERYL M. FIELDS

Administration Backs Plan to Make Aid Contingent on Student Self-Help

WASHINGTON

Despite earlier indications that the Reagan Administration would drop one of its proposals to cut student-aid costs, Department of Education officials have reaffirmed their support for a plan to require students applying for Pell Grants to contribute $750 a year toward college expenses.

Congressional leaders and a department official said earlier that the Administration had promised to drop the proposed student-contribution requirement as part of an agreement with members of a House subcommittee to allow the department to begin processing Pell Grant applications for the fall.

Under that agreement, the House Subcommittee on Postsecondary Education said it would go along with the rest of the Administration's proposals to cut costs and tighten eligibility for Pell Grants this year.

Rep. Paul Simon, Democrat of Illinois and chairman of the subcommittee, said that department officials had assured him that they would withdraw the proposal for the student-contribution requirement this year.

Later, however, department officials said the Administration still backed its original proposal.

Albert L. Alford, acting Deputy Assistant Secretary for legislation, said the department had not been authorized by the White House or the Office of Management and Budget to offer to withdraw the proposal during the negotiations with House leaders.

Although there may have been "some basis for confusion" in the talks, Mr. Alford said, "the Administration is still backing its request for legislative changes."

An aide to Representative Simon said it was "irrelevant" whether or not the Administration officially withdrew its proposal to institute the student "self-help" requirement this year, because Congress was not likely to approve the legislative changes necessary to require the $750 contribution from students for next fall.

Some college lobbyists agreed with that assessment. The important thing, they said, is that the Education Department has begun processing Pell Grant applications again.

The processing had been stalled for two months by the controversy between the Administration and Congress over President Reagan's proposals to cut student-aid spending. However, a spokesman for the American Association of Community and Junior Colleges voiced concern that the Administration had not, in fact, agreed to back down on the self-help proposal.

Said Richard E. Wilson, head of governmental relations for the community-college group, "It was a bad deal to begin with, and now it's an even worse deal."

—JANET HOOK

Education Post

Continued from Preceding Page

he said. The federal role in education is to "stimulate and energize" educators, he said, and "to provide ideas and concepts."

Edward L. Meador, a career education official, is serving as the acting Assistant Secretary pending Mr. Melady's confirmation by the Senate.

Several college representatives in Washington said they knew little about Mr. Melady, but they expressed relief that the Reagan Administration had named someone to act as its authoritative spokesman on higher-education issues.

"We're glad they got somebody to fill the job, so at least we'll have someone to talk to," said one college lobbyist. "At least we'll get some live bodies in there."

People

George A. Conn, research director of Paralyzed Veterans of America, has been nominated to be commissioner of the Rehabilitation Services Administration in the Department of Education.

Kent Lloyd, a special consultant to Education Secretary Terrel H. Bell for reorganization and management, has been nominated to be Deputy Under Secretary for management in the Department of Education.

Thomas P. Melady, president of Sacred Heart University, has been nominated to be Assistant Secretary for postsecondary education in the Department of Education.

Robert J. Myers, professor emeritus of actuarial science at Temple University, has been nominated to be deputy commissioner of Social Security programs in the Department of Health and Human Services.

Jean Tufts, president of the National School Boards Association, has been nominated to be Assistant Secretary for special education in the Department of Education.

Robert W. Worthington, associate commissioner of higher education for the Utah Board of Regents, has been nominated to be Assistant Secretary for vocational and adult education in the Department of Education.

NOTE

ONLY THE FOLLOWING PAGES OF THIS PUBLICATION HAVE BEEN FILMED

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1981

CHRONICLE
of Higher Education

April 27, 1981 • $1.25
Volume XXII, Number 10

News Summary

Articles on inside pages

The origins of the New School of Social Research as a "University in Exile" still loom large in the minds of graduate-faculty members planning a revitalization of the institution. Story on Page 3.

Pension payments for retired faculty members will increase by 36.5 per cent in May, reports the College Retirement Equities Fund. Story on Page 2.

Some community colleges are pushing a plan to cut the expense and competition of athletic recruiting. Story on Page 5.

A college football player has lost a lawsuit against Arizona State University and its former football coach. Story on Page 6.

Applications to colleges and universities are running, on the average, 11.2 per cent ahead of last year, the Chronicle Survey finds. Story and results on Page 6.

A revised desegregation plan for Florida's public colleges and universities has been accepted by the Education Department. Story on Page 8.

An experiment designed to eliminate burdensome federal restrictions on research grants is being expanded by the National Science Foundation. Story on Page 7.

Proposals on regulatory reform were revised by the American Council on Education after an early draft drew criticism from civil-rights groups. Story on Page 7.

Academic "gobbledygook" is the target of *The Underground Grammarian*. Story on Page 15.

A scandal involving forged student records has been uncovered in Japan. Story on Page 13.

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Bell Unveils 'Flexible' Approach to Settling Complaints of Sex Bias in College Athletics

By Janet Hook

WASHINGTON

Education Secretary Terrel H. Bell last week announced new procedures for settling complaints of sex discrimination in college athletics.

Releasing the results of one investigation of sex bias in intercollegiate sports, he said the new procedures represented a more flexible approach to evaluating colleges' compliance with federal rules barring sex bias in sports. Mr. Bell said they were applied during his department's investigation of charges that the University of Akron discriminated against women in its athletic programs.

The results of the Akron probe, the first review of sex bias in intercollegiate athletics to be completed by the department's Office for Civil Rights, were released last week.

Although the investigators found inequities in athletic opportunities provided to men and women at the University of Akron, the institution's sports programs were found to comply with anti-bias rules because administrators had presented plans to correct deficiencies in women's programs "within a reasonable period of time."

The new procedures followed in the Akron case allow universities to respond to the results of a federal investigation of their athletic programs before "letters of findings" are issued in final form. Secretary Bell said the new approach represented a "more effective and less threatening" way to settle complaints about athletic programs filed under Title IX of the Education Amendments of 1972, which prohibits sex discrimination in federally assisted education programs.

Under the new procedures, when the Office for Civil Rights finds violations of Title IX in a college's athletic program, federal officials will outline their findings in a meeting with university administrators

Continued on Page 8, Column 1

CHRONICLE PHOTOGRAPHER JOHN C. FILLER

Education Secretary Terrel H. Bell

5 Universities Protest U.S. Efforts to Limit International Exchange of Research Data

By Jack Magarrell

WASHINGTON

The presidents of five leading universities have sent the Reagan Administration a strong protest against government attempts to restrict the flow of research data in the name of national security, even when the information is not classified as secret.

Restrictions on international traffic in weapons and on the export of technical equipment have been applied in some recent instances to academic research and teaching, the presidents reported.

"Such interpretations of the regulations, coupled with their severe criminal penalties, could have a very real and unintended chilling effect on legitimate academic exchange," they said in a letter to three members of the Cabinet.

"Such restrictions would conflict with the fundamental precepts that define the role and operation of this nation's universities."

The text of the letter from five university presidents protesting restrictions on the export of research appears on Page 11.

The letter was signed by Presidents Marvin L. Goldberger of the California Institute of Technology, Paul E. Gray of the Massachusetts Institute of Technology, Donald Kennedy of Stanford University, Frank H. T. Rhodes of Cornell University, and David S. Saxon of the University of California.

It was dated February 27 but was not made public until this month. It was addressed to Secretary of Commerce Malcolm Baldrige, Secretary of State Alexander M. Haig, Jr., and Secretary of Defense Caspar Weinberger.

One set of federal rules that has caused concern among university researchers is

Continued on Page 11, Column 1

Reagan's Budget Cutbacks Not Expected to Affect this Fall's Loans, Student-Aid Officers Now Say

By Robert L. Jacobson

Fears among college student-aid officials that the multibillion dollar Guaranteed Student Loan program might be gutted in the coming academic year appear to have subsided in recent weeks.

The expectation is now widespread among such officials that none of the budgetary cutbacks proposed for the program by the Reagan Administration will be enacted in time to affect most students seeking the loans for college expenses in academic 1981-82.

Concerns about what may happen to the program beyond that point remain great, but informed student-aid leaders told *The Chronicle* last week that they were increasingly optimistic that the total loan volume for fiscal year 1981, which ends September 30, would at least come close to matching last year's total of about $4.8-billion.

A Reprieve for Colleges, Students

A. Dallas Martin, Jr., executive director of the National Association of Student Financial Aid Administrators, said he thought the 1981 volume could go as high as $5-billion.

Another expert, Kurt L. Kendis, senior project manager of the Wharton Applied Research Center, said his own projections showed that the total might well reach $8.7-billion—more than the government's most positive forecast last year, before all the latest talk of budget cuts.

If anything like those estimates holds up, it will mean at least a one-year reprieve for hundreds of colleges and universities, as well as for hundreds of thousands of present and prospective students who since early this year have not known how

Continued on Page 10, Column 1

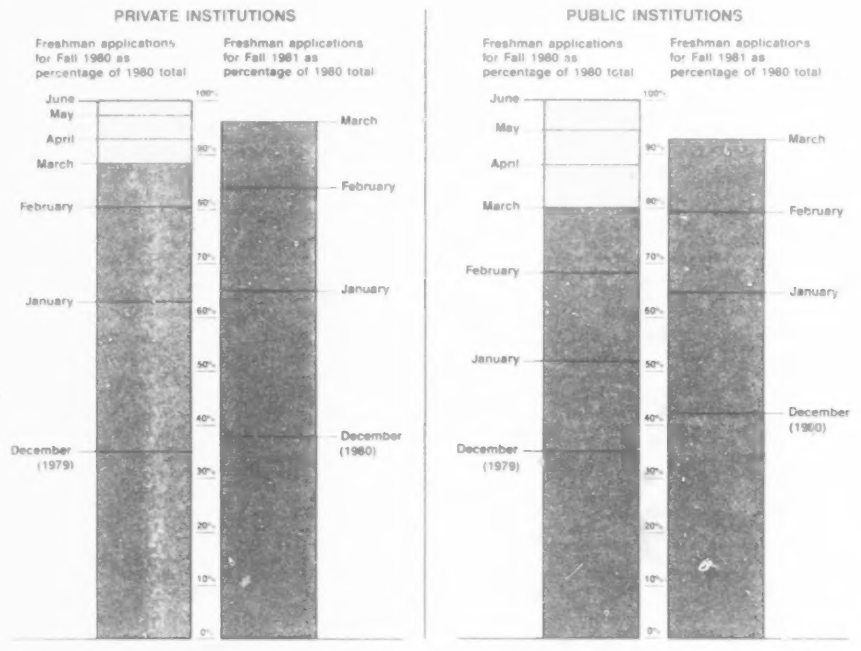
CHRONICLE SURVEY

Number of Freshman Applicants Is Up at 70 Pct. of Campuses

More than two-thirds of the colleges and universities covered by the latest Chronicle Survey have reported that at the end of March they had more freshman applications than they had received by the same time last year.

On the average, the number of applications for the freshman class entering this fall is 11.2 per cent higher than a year ago. For private institutions, the average increase is 8.5 per cent; for public institutions, 16.3 per cent.

This is the fourth in a series of reports on admissions, based on a survey of 715 four-year colleges and universities with enrollments over 500. The survey was conducted for *The Chronicle* by John Minter Associates, a higher-education research organization in Boulder, Colo.



Changes in Number of Applicants

March 31, 1981, compared with March 31, 1980

	Change in average[1]	Reporting an increase	Reporting a decrease	Change: Median[2]	Change: Low[3]	Change: High[4]
Private colleges and universities						
Research and Ph.D.-granting	+11.0%	70.0%	30.0%	+ 8.1%	6.3%	+12.9%
Comprehensive	+ 7.9%	73.1%	26.9%	+ 4.7%	1.0%	+15.5%
Liberal arts	+ 8.4%	59.8%	39.2%	+ 4.9%	4.7%	+19.9%
Regions						
Northeast and Mid-Atlantic	+12.5%	71.2%	28.6%	+ 7.8%	1.6%	+22.7%
Great Lakes and Plains	+12.2%	63.3%	35.0%	+ 4.2%	2.9%	+18.3%
Southeast	+ 3.2%	54.8%	45.2%	+ 3.1%	8.1%	+14.8%
West and Southwest	+ 5.1%	70.0%	30.0%	+ 3.7%	1.8%	+11.6%
Enrollment						
500 – 999	+ 7.4%	58.3%	39.6%	+ 2.7%	7.0%	+22.3%
1,000 – 2,499	+11.2%	67.6%	32.4%	+ 7.7%	3.7%	+19.0%
2,500 – 4,999	+ 4.7%	72.0%	28.0%	+ 4.9%	1.1%	+ 8.1%
5,000 – 10,000	+13.7%	73.3%	26.7%	+ 6.8%	2.1%	+18.9%
Over 10,000	+ 7.6%	60.0%	40.0%	+ 3.0%	13.9%	+11.0%
All private	**+ 8.5%**	**62.7%**	**36.5%**	**+ 5.1%**	**4.2%**	**+18.7%**
Public colleges and universities						
Research and Ph.D.-granting	+ 6.2%	70.0%	30.0%	+ 3.0%	1.7%	+17.1%
Comprehensive	+19.6%	89.8%	10.2%	+12.1%	+ 5.6%	+24.9%
Regions						
Northeast and Mid-Atlantic	+ 5.4%	77.6%	22.2%	+ 4.8%	0.1%	+11.1%
Great Lakes and Plains	+ 7.0%	84.6%	15.4%	+ 9.9%	+ .6%	+22.6%
Southeast	+11.6%	75.0%	25.0%	+ 5.6%	3.8%	+19.8%
West and Southwest	+18.4%	78.6%	21.4%	+12.3%	2.6%	+38.7%
Enrollment						
500 – 2,499	+35.0%	100.0%	0.0%	+ 8.9%	+ 5.3%	+56.9%
2,500 – 4,999	+48.6%	77.8%	22.2%	+ 8.3%	14.1%	+25.0%
5,000 – 9,999	+10.8%	91.3%	8.7%	+12.2%	+ 3.1%	+22.6%
10,000 – 19,999	+ 8.9%	78.6%	21.4%	+ 5.6%	+ 0.4%	+16.2%
20,000 and over	+ 7.0%	68.8%	31.3%	+ 3.3%	1.3%	+23.7%
All public institutions	**+16.3%**	**84.9%**	**15.1%**	**+ 9.9%**	**+ 3.9%**	**+23.0%**
All institutions	**+11.2%**	**70.5%**	**29.0%**	**+ 6.8%**	**1.4%**	**+20.2%**

[1] Percentage change in mean number of applications by December 31, 1980, compared with the mean for a year earlier.
[2] Half of the institutions reported changes greater than the percentages shown.
[3] The bottom one-fourth of the institutions reported changes smaller than the percentages shown.
[4] The top one-fourth of the institutions reported changes greater than the percentages shown.

Note: Survey data are from a stratified random sample of 715 four-year colleges and universities, excluding colleges with enrollment under 500. The response rate was 40 per cent. The response among private institutions was: research and Ph.D.-granting, 28; comprehensive, 63; liberal arts, 106; all private institutions, 197. The response among public institutions was: research and Ph.D.-granting, 48; comprehensive, 54; liberal arts, 0; all public institutions, 102. Results for "all private institutions," and "all public institutions" are weighted averages based upon the distribution of institutions by type.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Jury Dismisses Lawsuit Against Former Coach

PHOENIX

Kevin Rutledge, a former punter at Arizona State University, has lost his $2.2-million lawsuit against the university and its ex-football coach, Frank Kush.

In a verdict last week, a Maricopa County Superior Court jury said there was insufficient evidence to show that Mr. Rutledge had been harassed off the A.S.U. team or forced to give up his athletic scholarship.

Last month, following the first phase of the trial, the jury ruled that Mr. Kush had not punched Mr. Rutledge following a bad punt during a game in 1978, as the student had claimed.

Mr. Rutledge, now a punter for the University of Nevada at Las Vegas, also charged that Mr. Kush and a former assistant coach, Bill Maskill, had harassed him into leaving the team and giving up his scholarship.

In addition, the suit accused the university administration and board of regents of failing to supervise the coaching staff properly.

Last week's ruling cleared the defendants of all charges.

Robert O. Hing, a lawyer for Mr. Rutledge, argued during the trial that Mr. Kush was a "sadistic animal" who brutalized inadequate players, forcing them to leave the team.

The defense attorney, Warren E. Platt, told the jury that Mr. Kush's coaching methods were no different from those of other college coaches. Mr. Kush, who was dismissed from Arizona State after the suit was filed in 1979, is now coach of the Hamilton Tiger-Cats in the Canadian Football League.

In Brief Continued from Page 2

director, and Patrick J. Flanigan, an associate director, are both tenured members of the faculty. A university spokesman said Mr. Heber was currently on a leave of absence. Although Mr. Flanigan retains his post, he no longer has responsibility for any of the center's financial affairs.

The university began its own review of the center's finances last autumn, the spokesman said. The grand jury's investigation was prompted by complaints from several agencies for the retarded.

■ 382 Nonacademic Workers Face Wayne State Layoffs

Wayne State University has announced layoffs for 382 nonacademic employees, including 331 full-time workers, beginning May 21 and probably lasting four months.

The cuts, aimed at saving about $1-million in the current fiscal year, will affect about 220 fewer employees than previously announced because the average salaries of those being laid off are higher than had been anticipated, a spokesman said.

President Thomas N. Bonner said the university was freezing lower-division tuition rates for next fall at $633 per semester for Michigan residents, but upper-division and graduate tuition rates had not been decided.

■ Ban on Coed Bathrooms Draws Protests on Campus

A decision by the University of Massachusetts at Amherst housing office not to permit coed bathrooms in dormitories next year has brought complaints from a number of students, who say they don't want to walk upstairs or downstairs to use the facilities.

Some of the university's dormitories have been coed since the early 1970's, a spokesman said, and while the administration never actually condoned coed bathrooms, some buildings had only one bath to a floor and all residents chose to use it.

The housing office decided to restrict bathrooms to members of one sex after receiving complaints from some students this year, the spokesman said. Although other students reacted angrily, the office said the new policy was "nonnegotiable."

■ Medical U. May Merge with College of Charleston

A proposal to merge the Medical University of South Carolina and the College of Charleston is being studied by a committee established by the state reorganization commission. The union would create a "University of Charleston" with 2,500 students from the medical university and 5,000 from the college.

A spokesman for the Medical University, which was recently chastised by the General Accounting Office for inadequate accounting techniques, said that dozens of people from both institutions were participating in the study. A preliminary report could be issued by mid-June, according to State Sen. T. Dewey Wise, chairman of the committee.

■ Prescott Center College Regains Old Name

Prescott Center College, a small nontraditional institution in Arizona, is changing its name to Prescott College, the name of its original campus, which was closed in 1974 following a financial scandal and bankruptcy.

James M. Stuckey, president of Prescott Center College, said the college had obtained the right to use the original name from Embry-Riddle Aeronautical University—which has established a branch on the old campus—in an attempt to improve the institution's public image. The college employs 10 full-time faculty members and enrolls about 65 students.

■ Blaedel Retirement Order Upheld by Chancellor

Irving Shain, chancellor of the University of Wisconsin at Madison, has accepted and passed on to the university's board of regents a recommendation that Walter J. Blaedel, a tenured professor of chemistry, be forced to retire at the end of this semester, shortly after his sixty-fifth birthday.

Professors at Wisconsin are not normally required to retire until they reach 70, a university spokesman said.

The retirement recommendation originated in the chemistry department, with which Mr. Blaedel has been feuding for several years.

Mr. Blaedel filed suit in a state court last month, seeking a review of the university's 1978 decision to dock his pay after it accused him of refusing to teach a course.

Mr. Blaedel charged that the department had refused to correct unsafe laboratory conditions and had assigned him courses without consulting him.

■ Notes

Kingman Brewster, former president of Yale University and U.S. Ambassador to Great Britain during the Carter Administration, has received a three-year, $150,000 grant from the Alfred P. Sloan Foundation to write a book on "the voluntary society." . . . Wheeling College has named Jeanne H. Kammer academic vice-president. The college believes it is the first Jesuit institution of higher learning in the U.S. to name a woman to so high a post, a spokesman said.

Loans

Continued from Page 1

much they can count on federally subsidized loans for next fall.

Legislation signed by former President Carter last fall provides that all undergraduates, regardless of family income, can borrow up to $2,500 a year from commercial banks and other private lenders at no more than 9-per-cent interest. Graduate students are supposed to be eligible for up to $5,000 a year under similar terms.

The law says the federal government must pay all interest on the loans while students are enrolled in college. In addition, as a means of encouraging lenders to participate, the government gives them "special allowances" for the duration of the loans to make up the difference between low rates charged to students and prevailing market rates.

Those aspects of the program have made its cost to the U.S. Treasury virtually uncontrollable and have caused it to be singled out as a prime target for budget cuts.

End Sought for Subsidies

Picking up on final budget proposals made by Mr. Carter before he left office, the Reagan Administration has been urging an end to the federal interest subsidies while borrowers are in school and has called for tying future loan amounts directly to a student's demonstrated financial need.

Until recently, many campus officials feared that such changes would curtail loan volume in the final quarter of fiscal 1981 so drastically that many previously eligible students would be unable to borrow money in time to pay their college bills this coming fall.

Last week, however, while aid officials acknowledged that such a possibility could not yet be ruled out, they seemed to think it soon would be. They based their optimism mainly on reports from reliable sources in Congress and the Administration.

Although the Administration has continued to press for early action on its budget proposals, it is now generally believed in Washington—and in state loan agencies across the country—that any new restrictions that Congress may impose on guaranteed loans will not take effect until after the start of the new academic year.

'Business as Usual'

In drafting preliminary spending plans for next year, both the House and Senate Budget Committees assumed that new limits on the loan program would take effect October 1.

Mr. Martin, in a recorded "hot line" message for campus aid officers, declared flatly that "students who apply for and receive their loans before October 1 will probably get their loans under the same terms and conditions which now exist." He advised colleges and lenders to "proceed with business as usual."

Accordingly, many college-aid administrators have begun urging students to apply for next year's loans at their local banks as soon as possible so the processing can be completed in plenty of time before the beginning of the fall term.

The pressure on college officials to make crucial student-aid decisions grew steadily over the past several months as the traditional time approached for their institutions to notify prospective freshmen about financial assistance they could expect to receive in the fall.

Doubts about the availability of guaranteed loans made the task more difficult than usual, aid officers said.

By mid-April, however, as hope began to grow that the program would not be cut before October 1, colleges began telling students, with varying degrees of confidence, that the money probably would be there.

Some well-endowed institutions went so far as to promise that they would make up the difference themselves between any financial award they had offered and any shortfall stemming from federal cuts between now and the beginning of classes.

"We have simply said that we are going to meet that commitment, no matter what it costs, at least for the class of 1985," said P. Jerome Cunningham, director of financial aid at Wesleyan University.

Northwestern Promises Loans

Northwestern University took a similar approach, advising students that it would lend them money directly if they could not get loans elsewhere. But William I. Ihlanfeldt, dean of admissions and financial aid, said he thought the university was "risking a bit" by assuming that the federal program would not be cut before October.

Aid officers at many other institutions reportedly have been more cautious in their notices to prospective students, preferring to give them tentative or conditional awards now, saying that the amount might have to be adjusted later.

Nevertheless, it was clear last week that most campus officials believed that time was on their side and that, even if Congress suddenly decided to rush through new limitations, such changes probably could not be enforced until after October 1.

The message from Congress, said Melvin N. Clark, director of student financial aid at the University of Denver, is that "there is no way this can be put into effect prior to the beginning of the new fiscal year."

Some financial-aid specialists warned, however, that it remained to be seen how the 20,000 lenders participating in the program would handle applications in the weeks ahead.

One theory was that some banks might hold back on loans if they received negative signals from the Reagan Administration. Another was that retroactive language adopted in the coming months might jeopardize loan guarantees made earlier for students borrowing money for the fall.

No 'Disaster' this Summer

Lawrence E. Gladieux, executive director of the College Board's Washington office, said it was unclear what tactics Administration officials might use to reduce loan volume this summer "once they realize they're not going to be able to stem the flow" through immediate legislation.

"I don't think it's going to be a disaster this summer," he added, "but we're not out of the woods yet. It could be pretty confusing."

Other loan experts played down such concerns, however.

They said the program was so profitable the banks would be unlikely to stay out of the action as long as legal authority for the loans remained unchanged.

There were scattered reports that state loan officers were getting in touch with bankers throughout the country to make sure that the expected rush of new loan applications could be handled. Mr. Martin said that about half the program's annual volume was usually generated in July, August, and September. This time, he said, "it's safe to assume" that at least 70 per cent will be processed by the end of the summer.

At the University of Montana, Donald J. Mullen, president of the Rocky Mountain Association of Student Financial Aid Administrators, said he thought the program would do "90 per cent of a year's business between now and October 1."

Despite such optimism, most student-aid officials concede that the loans are still likely to be trimmed in fiscal 1982.

FACT–FILE

U.S. Funds for Colleges and Universities

The top 100 institutions in total federal obligations for fiscal 1979

Institution	Research and development[1] Amount	Rank	Total federal obligations[1] Amount	Rank
Johns Hopkins U.[2]	$274,143,000	1	$291,020,000	1
Howard U.[3]	5,718,000	133	130,047,000	2
Mass. Inst. of Technology	110,033,000	2	124,731,000	3
U. of Washington	88,037,000	4	112,537,000	4
Stanford U.	93,596,000	3	109,710,000	5
U. of Cal., Los Angeles	86,598,000	5	102,686,000	6
U. of Wis., Madison	75,597,000	8	99,171,000	7
U. of Minnesota	64,263,000	12	97,903,000	8
U. of Cal., San Diego	85,464,000	6	96,091,000	9
Harvard U.	75,802,000	7	93,457,000	10
Columbia U., Main Div.	73,759,000	9	88,954,000	11
Cornell U.	68,927,000	10	86,048,000	12
U. of Michigan	62,800,000	14	81,729,000	13
U. of Pennsylvania	65,179,000	11	80,346,000	14
Yale U.	63,079,000	13	75,950,000	15
U. of Cal., San Francisco	59,395,000	15	72,967,000	16
U. of Cal., Berkeley	52,568,000	16	66,746,000	17
Pennsylvania State U.[4]	44,044,000	20	62,623,000	18
U. of Southern Cal.	50,144,000	18	61,440,000	19
U. of Chicago	50,693,000	17	60,046,000	20
U. of Illinois, Urbana	43,954,000	21	58,057,000	21
U. of N. C., Chapel Hill	40,179,000	23	57,428,000	22
Washington U.	47,943,000	19	56,794,000	23
Ohio State U.	33,325,000	31	56,271,000	24
U. of Colorado	35,765,000	26	54,980,000	25
Duke U.	41,728,000	22	51,668,000	26
New York U.	38,891,000	24	51,186,000	27
Gallaudet College[5]	164,000	361	45,757,000	28
U. of Texas, Austin	37,472,000	25	45,525,000	29
U. of Utah	35,251,000	29	44,341,000	30
Yeshiva U.	35,305,000	28	43,678,000	31
U. of Rochester	35,427,000	27	43,663,000	32
Michigan State U.	27,021,000	41	43,597,000	33
U. of Pittsburgh	31,317,000	33	43,376,000	34
U. of Iowa	33,033,000	32	43,010,000	35
U. of Miami	27,336,000	40	41,199,000	36
Purdue U.	30,832,000	35	41,176,000	37
U. of Arizona	29,846,000	36	40,777,000	38
Texas A&M U.	26,238,000	43	40,479,000	39
U. of Cal., Davis	33,441,000	30	39,324,000	40
Northwestern U.	31,087,000	34	38,521,000	41
U. of Ala., Birmingham	26,776,000	42	37,984,000	42
Case Western Res. U.	29,189,000	39	37,706,000	43
Cal. Inst. of Technology	29,574,000	38	35,442,000	44
U. of Florida	22,052,000	48	34,807,000	45
Baylor C. of Medicine	29,806,000	37	33,268,000	46
Boston U.	20,925,000	52	32,893,000	47
U. of New Mexico	20,048,000	55	31,858,000	48
U. of Virginia	22,619,000	47	31,167,000	49
U. of Tenn., Knoxville	18,704,000	61	30,870,000	50
U. of Mo., Columbia	16,471,000	66	29,863,000	51
U. of Hawaii, Manoa	23,843,000	45	29,475,000	52
Colorado State U.	21,135,000	50	29,147,000	53
U. of Connecticut	18,861,000	59	29,001,000	54
U. of Cincinnati	$16,615,000	65	$28,073,000	55
U. of Kentucky	13,421,000	81	28,044,000	56
Oregon State U.	23,075,000	46	28,012,000	57
U. of Kansas	18,938,000	58	27,644,000	58
U. of Md., College Park	20,818,000	53	27,454,000	59
U. of Md., Baltimore Professional Schools	18,374,000	62	27,108,000	60
U. of Tex. Health Science Center, Dallas	20,270,000	54	26,796,000	61
North Carolina St. U. Raleigh	15,621,000	69	26,535,000	62
Vanderbilt U.	21,747,000	49	26,111,000	63
Rutgers, U.	14,522,000	75	25,832,000	64
CUNY, Mount Sinai School of Medicine	21,131,000	54	25,446,000	65
Louisiana State U.	14,644,000	72	25,440,000	66
Ga. Inst. of Technology	24,038,000	44	25,354,000	67
Va. Poly. Inst. & St. U.	15,964,000	68	24,965,000	68
U. of Georgia	14,057,000	78	23,532,000	69
Temple U.	12,851,000	82	23,061,000	70
U. of Illinois Med. Ctr. Chicago	10,661,000	93	22,928,000	71
Princeton U.	19,269,000	56	22,772,000	72
George Washington U.	15,208,000	70	22,731,000	73
Wayne State U.	12,196,000	84	22,230,000	74
U. of Alaska, Fairbanks	18,721,000	60	21,715,000	75
Virginia Commonwealth U.	14,339,000	76	21,351,000	76
Indiana U., Bloomington	12,090,000	85	21,299,000	77
Iowa St. U. of Sci. & Tech.	11,283,000	89	20,573,000	78
Emory U.	14,281,000	77	20,060,000	79
SUNY, Buffalo	14,524,000	74	19,776,000	80
Woods Hole Oceanographic Institute	19,019,000	57	19,613,000	81
U. of Mass., Amherst	11,814,000	88	19,069,000	82
Georgetown U.	9,412,000	100	19,040,000	83
U. of Tex. Cancer Center	17,467,000	63	18,938,000	84
Rockefeller U.	17,163,000	64	18,619,000	85
SUNY, Stony Brook	14,629,000	73	18,114,000	86
U. of Cal., Irvine	13,739,000	79	18,104,000	87
Carnegie-Mellon U.	16,336,000	67	17,962,000	88
U. of Vt. & St. Agric. C.	11,855,000	87	17,526,000	89
Tufts U.	9,738,000	98	17,474,000	90
Brown U.	13,515,000	80	16,772,000	91
Washington State U.	10,098,000	96	16,602,000	92
C. of Med. & Dent. of N.J., Newark	9,056,000	101	16,553,000	93
Kansas St. U. of Agr. & App. Science	9,747,000	97	16,456,000	94
U. of Tex. Health Science Center, Houston	12,394,000	83	16,326,000	95
New Mexico State U.	11,250,000	90	16,135,000	96
Mississippi State U.	6,553,000	124	15,987,000	97
West Virginia U.	8,108,000	114	15,850,000	98
Auburn U.	5,838,000	130	15,631,000	99
U. of Nebraska, Lincoln	8,152,000	113	15,608,000	100
U. S. total	**$3,210,038,000**		**$4,379,761,000**	

[1] Amounts shown represent total obligations from 14 federal agencies which accounted for over 95 per cent of all federal obligations to universities and colleges in the United States and for 99 per cent of all federal obligations to such institutions for research and development. These proportions may not apply to all individual institutions, some of which receive significant amounts of their financing from agencies not included in the survey, such as the Department of Justice, the Veterans Administration, and the Smithsonian Institution. Amounts shown represent awards to individual institutions. Awards to the administrative offices of university systems are excluded from institutional totals because final allocation of funds is unknown but are included in U. S. total.

[2] Data for Johns Hopkins U. include $200,057,000 obligated to the Applied Physics Laboratory, considered a federally financed research-and-development center until FY 1978.

[3] Howard U. and Gallaudet C. receive substantial appropriations from Congress each year for general operating expenses; their relative rankings thus reflect the magnitude of their nonscience programs.

[4] Data for Pennsylvania State U. include $13,411,000 obligated to the Applied Research Laboratory, considered a federally financed research-and-development center until FY 1978.

SOURCE: NATIONAL SCIENCE FOUNDATION

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THE CHRONICLE
of Higher Education

ISSN 0009-5982

May 4, 1981 • $1.25
Volume XXII, Number 11

News Summary

Articles on inside pages

More than one-third of all college students are 25 years of age or older, the U.S. Census Bureau finds. Story on Page 3.

Successful challenges to test questions will not change students' scores in most cases, the Graduate Record Examinations Board says. Story on Page 2.

Theft of valuable books reveals inadequate security procedures in the country's college libraries. Story on Page 5.

American-history scholars are creating an oral history of their own profession. Story on Page 6.

The Supreme Court has sidestepped the question of how much help colleges must give to handicapped students. Story on Page 9.

Legislation restricting eligibility for Guaranteed Student Loans will be proposed by the chairman of the Senate's education subcommittee. Story on Page 9.

Education programs managed by the National Science Foundation need more guidance and coordination, a science-education adviser testifies. Story on Page 13.

Computer "miscodings" are responsible for errors in government reports on blacks in higher education, officials say. Story on Page 10.

The federal government should withdraw its approval of Florida's desegregation plan, a civil-rights leader says. Story on Page 10.

Scholars remember their outstanding teachers in essays collected by Joseph Epstein in *Masters: Portraits of Great Teachers*. Story on Page 17.

Czechoslovak authorities are increasing pressure on Catholic students to avoid religious activities. Story on Page 15.

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'Doctrinaire Egalitarianism' of the 1960's Has Weakened Academe, Scholars Warn

LISBON

While major research universities in the United States and Western Europe no longer face physical threats from angry students, they have been seriously weakened by the legacy of the 1960's, according to a group of scholars meeting here.

A number of speakers at a conference sponsored by the International Council on the Future of the University took aim at what one called the "doctrinaire egalitarianism" that, they charged, had led to a reduction of standards and quality in universities in a number of countries.

The council was established in an effort to counter what its organizers felt were unhealthy pressures on universities to abandon their traditional goals. Its objective, they say, is "to contribute constructively toward meeting the demands imposed on universities by society without diminishing the ability of institutions to maintain academic standards, train future scholars, and conduct fruitful research."

'Second-Rate Individuals'

In a paper on "quality and equality reconsidered," John A. Passmore, professor of philosophy at the Australian National University, attributed the basic problems of the contemporary university to the fact that it had come "to be thought of as a place where the problems of society were going to be solved, rather than as a place for learning and teaching."

Because of that, he added, "the universities now are being blamed for not having done what they should never have been called upon to do and should never have thought of themselves as being able to do."

Mr. Passmore said the rapid expansion of the universities because of pressures for greater democratization had led to "the appointment of large numbers of second-rate individuals to university posts, persons attracted by the charms of a profitable and, as they lived it, not too arduous career, but contributing little or nothing to academic life, preferring, indeed, either complete stagnation or the delights of political agitation."

While he warned against exaggerating the "glories of the past or the horrors of the present," he characterized the 1980's as a time "when brilliant young people are banging on the doors for admission" and when universities "are clogged to an almost unprecedented degree with that sort of person who is most dangerous to uni-

Continued on Page 16, Column 1

Accused of Sexual Harassment, Male Professor Sues Female Complainants for $23.7-Million

PROVIDENCE JOURNAL-BULLETIN

Ximena Bunster

CAMBRIDGE, MASS.

A male faculty member at Clark University has filed a $23.7-million lawsuit here against two female faculty members and three other women who accused him of sexual harassment.

Sidney M. Peck, a tenured associate professor of sociology, contended that the charges were false and malicious and had injured his reputation. He asked for millions of dollars in damages from each of the five defendants.

Mr. Peck alleged, for example, that charges leveled by his main accuser, Ximena Bunster, a visiting associate professor of anthropology, asserting that he had made unwanted sexual advances to her and to graduate students in the department, had "injured his good name and reputation." He said he also had "suffered

Continued on Page 4, Column 1

CLARK UNIVERSITY

Sidney M. Peck

Textbook Publishers Are Alarmed at Growth and Aggressiveness of Used-Book Companies

By Karen J. Winkler

Textbook publishers, already plagued by rising costs of printing, paper, and shipping, are alarmed by another development: growing sales of used books.

In the last three or four years, they say, wholesale companies have become more aggressive in marketing used books, college bookstores more active in selling them, and students more interested in buying them.

"As our costs have increased and book prices have risen, the used-book market has become far more active—and that's cutting into our sales and our authors' royalties," says John H. Davis, vice-president and editor in chief at Prentice-Hall Inc.

A survey conducted last year revealed "the highest market share for used books of any industry data to date." Based on a sampling of 60 college bookstores, 298 faculty members, and 500 students, the survey found that used books accounted for about 21 per cent of the projected $875-million in college-textbook sales.

Used books account for 28 per cent of the textbooks bought by students for large, undergraduate survey courses, the study found.

The 1980 College Textbook Survey was sponsored by the Book Industry Study Group, the Association of American Publishers, and the National Association of College Stores. It was conducted by Crossley Surveys Inc.

According to Prentice-Hall's Mr. Davis, "there is a good reason for the used-textbook trend coming about"—the rise in the

Continued on Page 21, Column 1

BEST AVAILABLE COPY

The Enrollment Boom Among Older Americans: 1 in 3 College Students Is Now over 25 Years Old

The U.S. Census Bureau says that if rates of attendance hold up, the increased number of students over 25 may offset much of the effect of the next decade's decline in the 18-to-24-year-old population

By Jack Magarrell

WASHINGTON

Colleges and universities have increased their enrollment of students over 35 years old by 36.8 per cent in five years, the U.S. Census Bureau reports.

Enrollment rates also are rising in another group of Americans beyond the traditional college age—those from 25 through 34. Nearly one-sixth of the people in that age group are enrolled in some kind of educational institution, compared with about one-eighth 10 years ago, the Census Bureau estimates.

As a result, more than a third of all college students now are 25 or older.

During the five-year period, 1974-79, enrollment of students over 25 grew by about 26 per cent, while the enrollment of students under 25 rose by about 10 per cent, the Census Bureau reports.

Offsetting Loss of 18-Year-Olds

Institutions concerned about maintaining their enrollment levels are looking to the older groups to offset, at least partially, a decline in the population of 18-year-olds during the 1980's.

"If the enrollment rate of persons 25 years old and over remains at its present level," the Census Bureau's report says, "the number enrolled will increase because the population 25 and over will grow."

Applying 1979 enrollment rates to the projected 1990 population, the Census Bureau estimates that enrollment of students 25 through 64 years old will increase by 939,000. At the same time, enrollment of those 14 through 24 would decline by 803,000.

The rising enrollment of older students probably will not completely offset losses of younger students, the report notes, because older students are more likely to enroll part time.

At present, 72 per cent of students 25 and over attend college part time, compared with 17 per cent of younger students.

If that pattern continues, the Census Bureau estimates that the increase in enrollment of older students will offset about 70 per cent of the loss in full-time-equivalent students.

Role of Older Women

The bureau's figures confirm the dominant role that older women have played in maintaining college enrollment in recent years. A majority of the older students are women, a large proportion of them enrolled on a part-time basis.

The number of women over 35 enrolled in college increased by 66.8 per cent between 1974 and 1979. In the same five years, the number of women 25 through 34 enrolled in college increased by 58.7 per cent.

Women outnumbered men, 914,000 to 487,000, among students in the 35-and-over age group in the fall of 1979. Only 147,000 of the older women and 81,000 of the older men were full-time students.

Among blacks, the Census Bureau says, 91,000 women and 64,000 men over 35 were enrolled in college.

For both whites and nonwhites the number of students over 35 amounted to about 1.5 per cent of the total population in that age group.

The enrollment rate for men between the ages of 25 and 34 has declined slightly, from 17.3 per cent in 1969 to 16.4 per cent in 1979. In that period, the enrollment rate for women in the same age group rose from 8.4 per cent to 15.5 per cent.

Among blacks, the enrollment rate in the 25-through-34 age group increased from 7.7 per cent in 1969 to 14.7 in 1979.

Data on younger students in the Census Bureau's report show the extent to which enrollment rates vary with family income.

Among the high-school graduates 18 through 24 years old who are financially dependent on their families, the proportion enrolled in college ranges from 30.8 per cent for those whose family income is under $10,000 a year to 53.5 per cent for those whose income is $25,000 or more.

Difference in Median Income

Also in that group, 44.7 per cent of the whites were enrolled in college, compared with 34.8 per cent of the blacks.

A comparison of enrollment rates for blacks and whites at the same income levels, however, showed no significant differences, the report says, but there were fewer blacks in the higher income levels, which contributed to the blacks' lower overall enrollment rate.

The median family income of dependent college students in the 18-through-24 age group was over $25,000 for whites and $13,077 for blacks.

Data on college enrollment by age, sex, race, and family income were obtained in interviews with members of 54,000 households in 614 sample areas throughout the country and published in the Census Bureau's *Current Population Reports*, Series P-20, No. 360, "School Enrollment—Social and Economic Characteristics of Students: October 1979."

FACT-FILE

Projections Show Increase in Enrollment of Older Students by 1990

Age group	Estimated enrollment in 1979	Proportion of population in 1979	Projected population in 1990	Projected enrollment in 1990	5-year change
14 through 17	311,000	1.9%	12,770,000	243,000	− 68,000
18 and 19	2,844,000	34.6%	7,195,000	2,489,000	−355,000
20 and 21	2,353,000	29.1%	7,311,000	2,128,000	−225,000
22 through 24	1,794,000	15.4%	10,641,000	1,639,000	−155,000
Total, 14 through 24	**7,302,000**	**16.6%**	**37,917,000**	**6,499,000**	**−803,000**
25 through 29	1,679,000	9.3%	20,169,000	1,876,000	+197,000
30 through 34	996,000	6.1%	20,917,000	1,276,000	+280,000
35 through 39	566,000	4.2%	19,261,000	809,000	+243,000
40 through 44	330,000	2.9%	17,331,000	503,000	+173,000
45 through 49	223,000	2.0%	13,889,000	278,000	+ 55,000
50 through 54	139,000	1.2%	11,422,000	137,000	− 2,000
55 through 64	111,000	0.5%	20,776,000	104,000	− 7,000
Total, 25 through 64	**4,044,000**	**3.2%**	**123,765,000**	**4,983,000**	**+939,000**
Total, 14 through 64	**11,346,000**	**7.7%**	**161,682,000**	**11,482,000**	**+136,000**

5-Year Enrollment Trends Among Older Students

Population aged 25 through 34

	1979			Change from 1974		
	Men	Women	Total	Men	Women	Total
Total	16,715,000	17,674,000	34,389,000	+18.3%	+17.2%	+17.7%
In college	1,356,000	1,319,000	2,675,000	− 1.1%	+58.7%	+21.5%
Full time	558,000	364,000	920,000	− 0.7%	+41.6%	+12.5%
Part time	798,000	955,000	1,755,000	− 1.4%	+66.4%	+26.8%
Freshmen	160,000	281,000	441,000	−15.8%	+59.7%	+20.5%
Sophomores	193,000	212,000	405,000	−18.2%	+86.0%	+15.7%
Juniors	203,000	146,000	349,000	+19.4%	+43.1%	+28.3%
Seniors	193,000	138,000	331,000	− 7.7%	+84.0%	+16.5%
Graduates	606,000	543,000	1,149,000	+ 6.9%	+48.8%	+23.3%
2-year colleges	288,000	375,000	664,000	−16.5%	+70.5%	+17.5%
Full time	102,000	81,000	185,000	+ 3.0%	+52.8%	+21.7%
Part time	186,000	294,000	479,000	−24.4%	+76.0%	+16.0%
4-year colleges	460,000	402,000	862,000	0.0%	+62.8%	+21.9%
Full time	203,000	136,000	340,000	−14.0%	+33.3%	+ 1.2%
Part time	257,000	266,000	522,000	+14.7%	+83.4%	+40.7%

Population aged 35 and over

	1979			Change from 1974		
	Men	Women	Total	Men	Women	Total
Total	42,437,000	49,427,000	91,864,000	+ 6.5%	+ 6.6%	+ 6.6%
In college	487,000	914,000	1,402,000	+ 2.3%	+66.8%	+36.8%
Full time †	81,000	147,000	228,000	−22.9%	+42.7%	+ 9.1%
Part time †	402,000	764,000	1,166,000	+ 9.2%	+72.5%	+43.8%

† Full-time or part-time status was not indicated by 0.6 per cent of the students.

SOURCE: U.S. BUREAU OF THE CENSUS

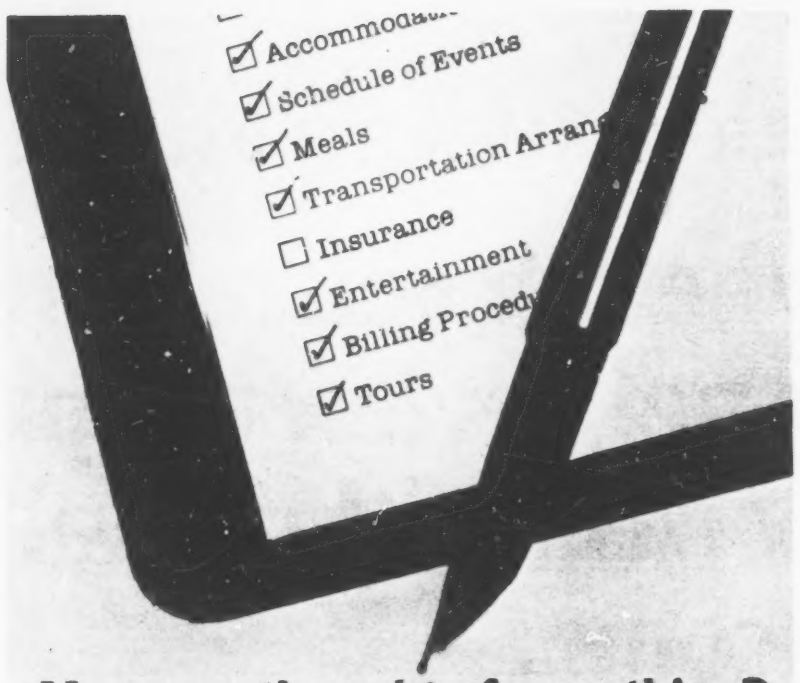
FACT-FILE

National Football League Sources of Players: How Colleges Rank

Rank	Institution	Conference	No. of alumni in NFL in 1980
1	U. of Southern California	Pacific 10	37
2	U. of Oklahoma	Big 8	32
3	Pennsylvania State U.	Independent	29
4	U. of Notre Dame	Independent	25
5	U. of Colorado	Big 8	24
6	U. of Nebraska	Big 8	22
7	Ohio State U.	Big 10	21
7	Jackson State U.	Southwestern Athletic	21
9	San Diego State U.	Western Athletic	20
10	U. of Alabama	Southeastern	19
10	U. of California, Los Angeles	Pacific 10	19
10	U. of Michigan	Big 10	19
13	Texas A&M U.	Southwest Athletic	18
14	U. of Texas	Southwest Athletic	17
15	U. of California, Berkeley	Pacific 10	16
15	Grambling State U.	Independent	16
17	Baylor U.	Southwest Athletic	15
17	U. of Kansas	Big 8	15
17	U. of Pittsburgh	Independent	15
17	San Jose State U.	Pacific Cst. Ath. Assn.	15
21	Arizona State U.	Pacific 10	14
21	Clemson U.	Atlantic Coast	14
21	U. of Florida	Southeastern	14
21	U. of Washington	Pacific 10	14
25	U. of Arkansas	Southwest Athletic	13
25	Georgia Institute of Technology	Atlantic Coast	13
25	U. of Kentucky	Southeastern	13
25	Purdue U.	Big 10	13
25	Stanford U.	Pacific 10	13
30	U. of Miami (Fla.)	Independent	12
30	U. of Missouri	Big 8	12
32	Louisiana State	Southeastern	11
32	Michigan State U.	Big 10	11
34	Boston College	Independent	10
34	Colorado State U.	Western Athletic	10
34	U. of Georgia	Southeastern	10
34	U. of Maryland	Atlantic Coast	10
34	U. of New Mexico	Western Athletic	10
34	Oklahoma State U.	Big 8	10
34	U. of South Carolina	Independent	10
34	U. of Tennessee	Southeastern	10
34	Tennessee State U.	Independent	10
34	U. of Tulsa	Missouri Valley	10
44	Kansas State U.	Big 8	9
44	Memphis State U.	Independent	9
44	U. of Oregon	Pacific 10	9
44	Southern Methodist U.	Southwest Athletic	9
44	Washington State U.	Pacific 10	9
49	U. of Houston	Southwest Athletic	8
49	U. of Illinois	Big 10	8
49	U. of Minnesota	Big 10	8
49	U. of North Carolina	Atlantic Coast	8
49	Southern U.	Southwestern Athletic	8
49	Syracuse U.	Independent	8
49	U. of Wisconsin	Big 10	8
56	U. of Mississippi	Southeastern	7
56	Mississippi State U.	Southeastern	7
56	South Carolina State C.	Mid-Eastern Athletic	7
56	Temple U.	Independent	7
56	Utah State U.	Pacific Cst. Ath. Assn.	7
61	Alcorn State U.	Southwestern Athletic	6
61	Auburn U.	Southeastern	6
61	Ball State U.	Mid-American Athletic	6
61	Florida A&M U.	Mid-Eastern Athletic	6
61	U. of Hawaii	Western Athletic	6
61	Kent State U.	Mid-American Athletic	6
61	U. of Southern Mississippi	Independent	6
61	Texas A&I U.	Lone Star	6
61	U. of Wyoming	Big Sky	6
70	U. of Arizona	Pacific 10	5
70	Bowling Green State U.	Mid-American Athletic	5
70	Brigham Young U.	Western Athletic	5
70	U. of Cal., Davis	Far Western Athletic	5
70	Duke U.	Atlantic Coast	5
70	Florida State U.	Independent	5
70	Iowa State U. of Sci. & Tech.	Big 8	5
70	Louisiana Tech U.	Southland	5
70	New Mexico State U.	Missouri Valley	5
70	North Carolina State U.	Atlantic Coast	5
70	North Texas State U.	Independent	5
70	Tulane U.	Independent	5
70	Vanderbilt U.	Southeastern	5
70	Virginia Poly. Inst. & State U.	Independent	5

Rank	Conference	Total no. of alumni in NFL	Avg. no. of alumni per institution
1	Pacific 10	140	14.0
2	Big 8	129	16.1
3	Southeastern	102	10.2
4	Big 10	95	9.5
5	Southwest Athletic	84	8.4
6	Atlantic Coast	63	7.9

SOURCE: DEPARTMENT OF GEOGRAPHY, EASTERN MICHIGAN UNIVERSITY



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HE CHRONICLE of Higher Education

ISSN 0009-5982

May 11, 1981 • *$1.25*
Volume XXII, Number 12

News Summary

Articles on inside pages

Steven Muller, president of the Johns Hopkins University, has succeeded in the highly competitive world of private-college fund raising. Story on Page 3.

The Big 10 Conference has placed the University of Illinois's entire men's athletic program on probation. Story on Page 8.

The University of Richmond has filed suit charging that civil-rights investigators have no right to probe its athletic programs. Story on Page 8.

Faculty unions are planning strategy for a test case aimed at counteracting the effects of the *Yeshiva* decision. Story on Page 7.

Senate hearings on affirmative action have begun in a committee chaired by an avowed critic of such programs. Story on Page 9.

Possible restructuring of the National Endowments for the Arts and the Humanities will be considered by a White House-appointed commission. Story on Page 9.

Dozens of proposals designed to modify federal regulations have been sent to Vice-President Bush by the American Council on Education. Story on Page 10.

Questions about who can publish research based on restricted library collections have come to the fore, following a young scholar's unauthorized article on the novelist Thomas Wolfe. Story on Page 15.

High failure rates among West German students taking the national medical examination have led to demands for reforms. Story on Page 13.

Charges of spying have been leveled against a Russian physicist working at an international scientific institute in Vienna. Story on Page 13.

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Contrary to Population Trends, Applications to Colleges Rise

By Jack Magarrell

WASHINGTON

The number of American 18-year-olds has been declining for two years now, according to the U.S. Census Bureau, but at a majority of college admissions offices, it's hard to believe.

Thousands of well-qualified students are being turned away, from public as well as private universities, because there are just too many applicants for the institutions to accept.

Loren Pope, a Washington consultant who advises students and their parents on choosing a college, has reported receiving calls from "anguished parents who can't understand why their kids can't get in" the college of their choice.

"In terms of the demographic figures, these people aren't supposed to be there," said Richard E. Steele, dean of admissions at Carleton College.

Carleton plans to have a freshman class of 470 this fall, about the same as a year ago, but the pool of applicants from which the class is being chosen rose to 2,010 this year, up 13 per cent from last year's total.

This year's applicants, besides being more numerous, are stronger academically—by test scores, rank in high-school class, and number of National Merit Scholarships, Mr. Steele said.

"I haven't been able to figure out what's going on," he said. "We're all anticipating that this is going to change.

"Perhaps kids with high ability are considering more options. Some of them have read, and their parents have read, about the decline [in 18-year-olds in the population], and they think they're going to get into places where they don't really have a chance."

Mr. Pope said the number of students might be rising, in defiance of demographic trends, simply because the proportion of parents who are college graduates is increasing and they want their children to go to college, too.

The Census Bureau estimates that the proportion of Americans 25 years old and over who have completed at least four years of college has more than doubled in the past 20 years.

In 1960, only 7.7 per cent of the population 25 and over had completed four years of college or more. By 1979, the figure had risen to 16.4. The number of 18-

Continued on Page 6, Column 1

House Panel Cuts 1981 College Aid, Adds $661-Million for Pell Grants

By Janet Hook

WASHINGTON

Federal spending for health-professions training, science research, and other college-aid programs this year would be slashed—although not as deeply as the Reagan Administration would like—under a bill approved by the House Appropriations Committee.

The panel also voted to provide an additional $661-million for Pell Grants this year, to insure that students get the aid they are entitled to in the fall.

Those modifications of fiscal 1981 spending levels for education, health, and science programs were approved as part of a measure, HR 3400, that would rescind $12.6-billion of the money already appropriated for all federal programs in the current fiscal year and provide additional funds for other programs.

House Debate Continues

The Reagan Administration had asked Congress to cut $15-billion from fiscal 1981 spending as part of its economic-recovery plan.

The House last week also continued its debate on the Administration's budget proposals for the coming fiscal year, as it considered a budget resolution that would set spending targets for fiscal 1982, which begins October 1.

The resolution, H Con Res 115, would set preliminary spending ceilings for broad categories of federal activity and would require Congressional committees to modify programs under their jurisdiction to meet the spending targets. It would be up to appropriations committees to set exact spending levels for programs in fiscal 1982.

$53-Million in Cuts Rejected

In cutting funds already approved by Congress for the current fiscal year, the House Appropriations Committee went along with many of the rescissions requested by President Reagan.

However, it rejected more than $53-million in proposed cuts for several college-aid programs—including international-education grants and college-housing loans.

President Reagan had not asked for a rescission of money for the National Institute of Education, but the committee voted to rescind $7-million of the $74-mil-

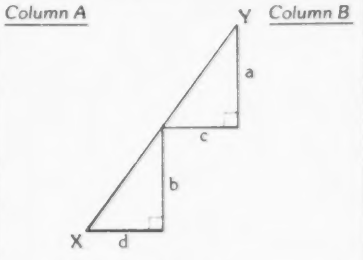
Continued on Page 12, Column 1

Another testing error has been discovered, this time on the Law School Admission Test. The question involved appears in the box at right. See story on Page 6.

Directions: Each question in this section consists of two quantities, one in Column A and one in Column B. You are to compare the two quantities and on the answer sheet blacken space A if the quantity in Column A is the greater; B if the quantity in Column B is the greater; C if the two quantities are equal; D if the relationship cannot be determined from the information given.

Figures: Position of points, angles, regions, etc., can be assumed to be in the order shown. Lines shown as straight can be assumed to be straight. Figures are assumed to lie in the plane unless otherwise indicated. Figures which accompany questions are intended to provide information useful in answering the questions. However, unless a note states that a figure is drawn to scale, you should solve these problems NOT by estimating sizes by sight or by measurement, but by using your knowledge of mathematics.

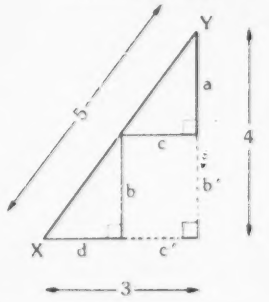
Figure 1
Question 23 as it appeared on the February 21, 1981 LSAT



$a + b = 4$
$c + d = 3$

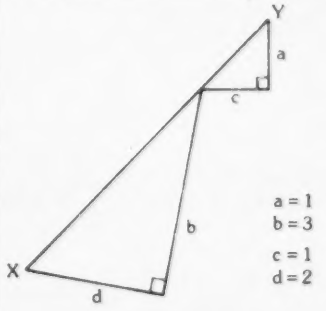
Length XY 5

Figure 2
Intended Solution



Solution: a + b = 4 and c + d = 3, and Length XY = 5

Figure 3
One of Many Alternative Solutions



Solution: a + b = 4 and c + d = 3, and Length XY ≠ 5

ETS

Budget Cuts

Continued from Page 1

lion appropriated for the agency this year.

In other areas, the House appropriations bill included the following provisions:

Student aid. The committee voted to provide $661-million for Pell Grants to cover unexpected increases in the cost of the program this year and in fiscal 1980.

The extra money is needed, the committee said, even though Congress agreed last month to the major elements of the Administration's plan to cut the cost of the program by $636-million this year.

If the amount provided in the supplemental bill is not enough to cover the cost of awarding grants of up to $1,750 to students, the committee's report said, members expect Congress to appropriate more money rather than force students' awards to be cut.

For Guaranteed Student Loans, the committee went along with the Administration's request to reduce the spending authority from $1.95-billion to $1.85-billion—even though the panel refused to endorse the changes the Administration had proposed in the program to keep costs down to that level this year.

If the loan program is not changed to make those savings, the committee report said, Congress will have to appropriate more money later.

Health training. The House committee went along with the Administration's proposals to eliminate funds for enrollment-based grants to medical schools, although it restored $10-million of the $24-million President Reagan wanted cut from such grants to nursing schools.

The Senate subcommittee that handles health and education appropriations agreed last week to the House panel's figures for the enrollment-based grants to medical and nursing schools as it began drafting its version of the supplemental appropriations and rescissions bill. The subcommittee refused, however, to cut $18-million that the House committee had agreed to rescind for scholarships and other grants for nurse training.

For the National Institutes of Health, the House panel voted to restore about two-thirds of the $126-million the Administration would cut. The committee earmarked about $55-million of the restored money for research-training grants.

The Senate subcommittee also refused to go along with the Administration's full rescission proposal and agreed to cut $54.9-million from the institutes' fiscal 1981 budget.

National Science Foundation. The appropriations panel agreed to cut $54-million of the $1-billion provided to the National Science Foundation for research—$12-million short of the $66-million the Administration wanted Congress to rescind.

The committee recommended that the foundation use the $12-million that would be restored for research in the areas of biological and behavioral sciences, technological and international affairs, and interdisciplinary programs.

To continue support for N.S.F. programs designed to increase the participation of minority groups in science, the House panel also voted to restore $6-million of the $16-million the Administration would cut from science-education programs.

The bill approved by the House appropriations panel would extend spending authority for education and health programs through the end of fiscal 1981.

Those programs have been operating under a short-term financing measure that is due to expire June 5.

The House is expected to take up the supplemental appropriations and rescissions bill after it completes work on the budget resolution for fiscal 1982.

As the House began debate on that measure early this month, 15 college groups headed by the American Council on Education endorsed the spending plan that was approved by the Democrat-controlled House Budget Committee as an alternative to the President's budget.

Cuts Less Drastic

Although the committee measure calls for a 10-per-cent reduction in education spending next year, it makes less drastic cuts than the plan under consideration in the Senate.

A close contest was expected in the House between the Budget Committee's plan and an Administration-backed alternative—which would slash even deeper than the Senate budget—that was introduced by Representatives Phil Gramm, Democrat of Texas, and Delbert L. Latta, Republican of Ohio.

Adoption of the Gramm-Latta budget could have particularly serious consequences for the Guaranteed Student Loan program, said Dallas Martin of the National Association of Student Financial Aid Administrators, because it would require drastic modifications in the program.

In line with the Administration's loan proposals, the Gramm-Latta budget assumes that no more than $1.773-billion would be spent on loans in the next fiscal year. The House budget panel's plan assumes that $3.1-billion will be needed.

"I just don't believe they can save the money they've identified without shutting down all loan volume for the coming year," Mr. Martin said.

The Senate was expected to begin debate on its 1982 budget resolution, S Con Res 19, late last week. Differences between the House and Senate budget bills will have to be ironed out by a conference committee.

FACT-FILE

House Committee and Reagan Proposals for Higher-Education Appropriations

	Fiscal 1981 appropriations	Reagan supplementals (+) and rescissions (−)	House committee supplementals (+) and rescissions (−)
DEPARTMENT OF EDUCATION			
Pell Grants	$2,159,000,000	+$661,000,0000	+$661,000,000
Guaranteed Student Loans	1,950,296,000	−103,270,000	−103,270,000
National student-aid commission	0	+750,000	+750,000
Educational outreach	15,000,000	−12,800,000	0
Graduate support			
Public-service fellowships	2,000,000	−2,000,000	0
Mining fellowships	1,150,000	−1,150,000	0
Institutional assistance			
International education	29,000,000	−8,000,000	0
Veterans cost-of-instruction	12,039,000	−12,039,000	0
College housing loans	14,550,000	−14,550,000	0
Architectural barriers removal	10,000,000	−10,000,000	−10,000,000
Professional development			
Teacher centers	13,000,000	−3,250,000	−1,300,000
Teacher Corps	30,000,000	−7,500,000	−3,000,000
Pre-college science teacher training	2,500,000	−625,000	−250,000
Vocational education	776,880,000	−196,011,000	−76,236,000
Adult education	120,000,000	−30,000,000	−15,000,000
Women's educational equity	10,000,000	−2,500,000	−1,250,000
Rehabilitation training	25,500,000	−5,100,000	−2,550,000
National Institute of Handicapped Research	35,000,000	−7,000,000	−3,500,000
Legal training	4,000,000	−3,000,000	0
National Institute of Education	74,114,000	0	−7,000,000
Institute of Museum Services	12,857,000	−12,357,000	0
Education of the handicapped			
Innovation and development	20,000,000	−5,000,000	−5,000,000
Personnel development	58,000,000	−14,500,000	−7,250,000
Vocational, postsecondary programs	4,000,000	−1,000,000	−500,000
DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Alcohol, Drug Abuse, and Mental Health Administration			
Mental-health research and training	244,912,000	−29,276,000	−20,368,000
Drug-abuse research and training	53,644,000	−1,403,000	−1,403,000
Alcoholism research and training	28,072,000	−914,000	−914,000
Health Resources Administration			
Health professions education, total	505,532,000	−251,742,000	−180,934,000
Institutional assistance			
Enrollment-based grants	65,428,000	−65,428,000	−65,428,000
Start-up assistance	1,790,000	−1,790,000	0
National Health Service Corps scholarships	79,500,000	−16,100,000	−16,100,000
Health professions student loans	16,500,000	−16,500,000	0
Dental health education	8,050,000	−6,950,000	−4,925,000
Public health/health administration training	23,450,000	−16,450,000	−6,700,000
Allied health	6,700,000	−5,700,000	−5,700,000
Primary care/family medicine training	55,950,000	−22,000,000	−9,500,000
Emergency medical training	3,000,000	−3,000,000	−3,000,000
Improvement and development	8,500,000	−8,500,000	−8,500,000
Nursing programs			
Enrollment-based grants	24,000,000	−24,000,000	−14,000,000
Advanced nurse training	12,000,000	−11,243,000	−3,000,000
Nurse practitioner	13,000,000	−3,000,000	−3,000,000
Special projects	15,000,000	−3,000,000	−3,000,000
Traineeships	13,000,000	−13,000,000	−3,000,000
Scholarships	9,000,000	−9,000,000	−9,000,000
National Institutes of Health			
Cancer Institute	1,001,330,000	−25,386,000	−7,730,000
Heart, Lung, and Blood Institute	560,264,000	−23,868,000	−10,131,000
Institute of Dental Research	71,206,000	−1,985,000	0
Institute of Arthritis, Metabolism, and Digestive Diseases	371,993,000	−11,179,000	−2,316,000
Institute of Neurological Disorders and Stroke	253,838,000	−6,484,000	−2,456,000
Institute of Allergy and Infectious Diseases	232,355,000	−3,884,000	0
Institute of General Medical Sciences	335,676,000	−21,050,000	−2,757,000
Institute of Child Health and Human Development	223,565,000	−7,748,000	−3,335,000
Institute on Aging	76,091,000	−2,213,000	−598,000
Eye Institute	120,254,000	−4,696,000	−2,619,000
Institute of Environmental Health	97,269,000	−6,056,000	−3,455,000
Research Resources	184,439,000	−10,745,000	−8,623,000
Library of Medicine	44,730,000	−341,000	0
Total N.I.H.	3,604,697,000	−125,995,000	−44,020,000
OTHER AGENCIES			
Action, VISTA	36,850,000	−1,750,000	−1,750,000
Veterans' education and training	2,039,808,000	+217,500,000	+217,500,000
National Science Foundation, total	1,095,990,000	−82,000,000	−64,000,000
Research	1,009,000,000	−66,000,000	−54,000,000
Science and engineering education	80,700,000	−16,000,000	−10,000,000

Arts, Humanities

Continued from Page 9

ministration but would "treat seriously" the offer of a part-time position.

An Administration official stressed that the specific reorganization envisioned by Mr. McHenry was just one of a number of suggestions on the endowments that the commission might look into.

At least two people who have discussed the arts and humanities commission with White House officials speculated that once the entire process was completed, the two endowments would remain with their present structures intact.

One association official familiar with planning for the commission reported that it might investigate the question not only of whether the endowments should be restructured, but also of whom the Administration might choose to replace the present chairmen—Joseph D. Duffey, Jr., at the humanities endowment and Livingston L. Biddle, Jr., at the arts endowment.

Both Mr. Duffey and Mr. Biddle were appointed by former President Carter to terms that expire next fall.

Rumors of Successors

There have been a number of rumors about possible successors to Mr. Duffey at the National Endowment for the Humanities, although several sources familiar with the process insist that the names have been suggested to the Administration rather than proposed by it.

Among those mentioned are William J. Bennett, director of the National Humanities Center in North Carolina; Irving Kristol, editor of *The Public Interest* and a senior fellow at the American Enterprise Institute for Public Policy Research in Washington; and William D. Schaefer, executive vice-chancellor of the University of California at Los Angeles and former executive secretary of the Modern Language Association.

In the meantime, Mr. Duffey has been asked by a House of Representatives subcommittee to prepare an alternative budget to that proposed by the Reagan Administration, which would put the humanities endowment's 1982 budget almost 50 per cent below the amount requested by the Carter Administration.

Mr. Reagan called for a fiscal 1982 budget of $85-million, compared with the $151.7-million appropriated by Congress for the current fiscal year, and the $170-million sought by Mr. Carter for fiscal 1982.

At a hearing this month, Rep. Sidney R. Yates, Democrat of Illinois and chairman of a House Appropriations subcommittee responsible for the endowments, criticized Mr. Duffey for failing to fight more strongly against the Reagan cuts, and asked him to prepare a budget for the endowment by May 15 that would be only 20 per cent below the amount requested by Mr. Carter.

Mr. Yates, known as one of the strongest defenders of the endowments, told Mr. Duffey, "I know you have to conform to the [Reagan] budget, but you also have to tell Congress whether or not you can do this. What I am trying to get from you, Mr. Duffey, is how much you need to run this agency."

In a telephone interview last week, Mr. Duffey said he would respond to Mr. Yates's request. He had originally told David Stockman, director of the Office of Management and Budget, that a 20-per-cent cut would be "difficult but reasonable" for the endowment.

In the interview, he said the endowment could maintain its present organization and its existing programs with a 20-per-cent cut.

MAY

11

MARGINALIA

Perhaps this story—from a reader whose name we withhold by request—will stir memories of great college pranks *you* have known:

The famous "Chairs-on-the-Roof" caper unfolded in May, 1952, at North Central College in Naperville, Ill.

It was conceived in that den of iniquity, the college newspaper office—which, when inspiration struck, contained several hangers-on anxious to avoid productive endeavor.

The plot that evolved was based on these axioms:

1. Most college classes were then held in Old Main.

2. Old Main was left unlocked every Sunday night.

3. Chairs with writing arms filled the classrooms.

4. Classes need chairs to function.

5. If *every* classroom in the main academic building could be emptied, instruction would grind to a halt.

6. Chairs could be moved, floor by floor, right up to the flat roof by passing the chairs out the top-floor windows to an accomplice above.

7. It would take a lot of students, working all night, to accomplish these worthy ends. But the campus never suffered a shortage of help if the task were sufficiently entertaining.

8. The consequences might be mitigated by enlisting as many student leaders as possible. This theory, admittedly untested, held that the college couldn't possibly expel *everyone* if the scheme went awry. So key people from the yearbook, the student council, the student union, and the newspaper laid the plan and pledged eternal silence.

On N-night, the following Sunday, the schemers began toiling in darkness. Slowly—room by room and then floor by floor—Old Main was emptied, as its chairs bobbed silently along the human chain.

Midnight passed. Then 2 a.m.

At about 4 the last chair swung out, up, and onto the roof. The job was done. Not a chair remained in Old Main's classrooms.

One conspirator headed for a telephone to tip off the Chicago *Tribune*.

Next, two hours' sleep. But up in time to get to Old Main as the first students arrived. Initial puzzlement. Confusion. Milling around. Laughter. Delight. Realization: A great college prank had been born.

No identities were ever disclosed. But to this day, at reunions, knowing smiles are exchanged.

■

"Great College Pranks"—that's the theme of this year's Summer Marginalia Contest.

Before June 1, tell us about the greatest college prank *you* have known. You'll receive an appropriate prize—and instant notoriety—if your story is published in this space.

We reserve the right to edit your entry—and even to rewrite it. (Space requirements, and all that.)

Mail your entry (just one, please) to Summer Marginalia Contest, *The Chronicle of Higher Education*, 1333 New Hampshire Avenue, N.W., Washington, D.C. 20036. It will become the property of *The Chronicle*, and cannot be returned. If you're a winner, we'll publish your name, unless the cops are still after you and you tell us not to do so. —C.G.

In Brief

■ St. Louis Desegregation Plan Includes Free College Tuition

The Justice Department has proposed offering a free college education to students who participate in a voluntary plan to desegregate public schools in the St. Louis area.

The plan, submitted to a federal judge in St. Louis, would reward white students in the suburbs and black students in the cities for attending now segregated schools across local boundaries. For each year spent at a "host school," the students would be rewarded with a half year of tuition-free attendance at a state institution of higher education, provided they qualified academically.

A number of state higher-education officials have objected, fearing that the estimated $10-million cost of the program might be taken from the budgets of state colleges and universities.

■ Attrition of Woman Cadets Rises at Air Academy

The attrition rate for female cadets at the U.S. Air Force Academy has risen to 58.3 per cent for the class of 1981, compared with 38.2 per cent for last year's graduating class—the first to enroll women.

A spokesman for the academy said this year's graduating class comprised 812 men and 63 women, compared with the 1,349 men and 151 women who enrolled as freshmen in the fall of 1977.

Academy officials attributed the increased attrition among women to changing career goals and dissatisfaction with military life.

■ Cheerleader Seeks Worker's Compensation

A former student at the University of California at Los Angeles, who says she has undergone four operations on a knee she injured while serving as a cheerleader in 1976, has asked the California Supreme Court to award her worker's compensation to cover heavy medical expenses.

Karyn Rust, now a graduate student in psychology at Azusa Pacific College, lost her claim in the lower courts, which agreed with university lawyers that, as a cheerleader, she was a volunteer and not entitled to benefits accorded to employees of the university.

But her lawyers contend that an employee-employer relationship did exist and that Ms. Rust "was like every other employee in every way except cash payment."

■ 2-Year College Faculty Picks AFT as Agent

Faculty members at Broward Community College have selected the United Faculty of Florida, an affiliate of the American Federation of Teachers (A.F.L.-C.I.O.), as their exclusive collective-bargaining representative. The vote was 119 for the United Faculty, 70 for the American Association of University Professors, and 23 for "no agent."

■ Retired Head of Bell Labs Gets Bush Science Award

William Oliver Baker, retired chairman of the board of Bell Telephone Laboratories, has been named the 1981 winner of the National Science Board's Vannevar Bush Award.

The board, which serves as the policy-making body for the National Science Foundation, established the award last year for scientists "who, through public-service activities in science and technology, [make] outstanding contributions toward the welfare of the nation and mankind."

Vannevar Bush, for whom the award is named, wrote a report to President Truman in 1945 that led to the establishment of the National Science Foundation.

■ Former Yale Professor Indicted for Embezzlement

A professor in the University of Washington's department of health services and his wife have been indicted on charges of mail fraud and embezzlement of government money in connection with a federally financed research project that he directed while on the faculty of Yale University.

Donald C. Riedel, who left Yale in 1978, allegedly authorized a $15,000 salary for his wife Ruth Riedel under a grant to Yale's medical school to study federal employees' health-benefit plans. Mrs. Riedel, who also teaches at the University of Washington, did not work on the project, according to the 12-count indictment by a federal grand jury in Connecticut.

■ Colorado Women's College Draws Accreditors' 'Concern'

A formal notice of accrediting-commission "action" has been sent to financially ailing Colorado Women's College by leaders of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools.

Thurston E. Manning, director of the commission, declined to say whether the action might lead to a change in the small private college's accredited status, but he confirmed reports that the commission was "very concerned" about the institution's financial circumstances. The commission made a special on-campus review of the college in February after a budgetary crisis led to the dismissal of 24 of 35 full-time faculty members.

■ 2 Conn. Universities Consider Merger

Two private universities in Connecticut, the University of Bridgeport and the University of New Haven, have begun to study whether they should merge.

During the study, the two universities may cooperate by coordinating programs, recruiting students jointly, and sharing facilities, according to a University of Bridgeport spokesman.

A closer relationship, the two universities said in a statement, "would strengthen both institutions in addition to improving regional education opportunities during the next two decades."

■ Director Quits at Institute that Denies Holocaust

The director of the Institute for Historical Review, a Torrance, Cal., organization that contends the Holocaust was an invention of Jewish propaganda, has reportedly resigned after admitting in the institute's journal that he had concealed his true identity. Lewis Brandon, who says his name is really William David McCalden, also admitted that the institute's offer of a $50,000 reward for evidence of the Holocaust was a publicity gimmick.

Melvin Mermelstein, a Long Beach, Cal., businessman who has submitted an affidavit of his experiences at Auschwitz, has filed a $17-million suit against the institute, claiming he was entitled to the reward but was denied it.

The institute is still scheduled to hold a convention near Los Angeles in November, despite protests from Jewish groups.

■ Mich. Legislator Considers Campus Gun-Control Law

A Michigan legislator, concerned after the shooting last month of two University of Michigan students that "irrational acts of violence" could reduce campuses to "arsenals of fear and madness," has begun a review of firearms policies at colleges and universities in the state.

"I question the need for a student to possess a firearm outside the controlled context of a gun sports event," said Sen. Jack Flaxon, chairman of the Senate's education committee, in a letter to college and university presidents.

"I see absolutely no justification for students to possess firearms in their residence halls or in campus buildings."

■ Md. Exempts Professors from Disclosure Law

The Maryland legislature has passed and sent to the governor a bill that would exempt most faculty members at state colleges and universities from the public-disclosure requirements of a 1979 ethics law. The bill would also reduce the disclosure requirements for members of college and university governing boards.

If Gov. Harry Hughes signs the bill into law, only faculty members whose work involves them in contractual purchasing will be required to file disclosure statements. Under current provisions, all faculty members who earn more than $20,000 a year must file statements.

■ U. of Virginia Plans Black-Studies Institute

The University of Virginia, accused by some black students of inadequately supporting its black-studies program, will establish an Institute of Afro-American and African Studies on July 1.

The institute is intended to "enhance research, faculty staffing and development, and curriculum in the field of Afro-American studies," said Edwin Floyd, dean of the university's college of arts and sciences.

The university has also created a new program of fellowships for "promising scholars specializing in Afro-American studies," a

Continued on Page 8, Column 1

Diversification of Investments in Pension-Fund Portfolio

The following table shows common-stock investments, by industry, of the College Retirement Equities Fund, a nonprofit organization.

The investments had a market value, as of last December 31, of $8.58-billion.

For calendar 1980, the total return on the investments—dividends plus change in market value, after investment expenses—was 26.6%.

A complete list of stocks in the C.R.E.F. portfolio is available from the College Retirement Equities Fund, 730 Third Avenue, New York 100.7.

Industry	Calendar years 1978	1979	1980
Aerospace	1.37%	0.69%	0.88%
Air transport	0.24%	0.18%	0.16%
Aluminum and other non-ferrous metals	1.78%	3.18%	2.93%
Banks	2.90%	2.40%	2.43%
Beverages	1.48%	1.29%	1.17%
Broadcasting	0.37%	0.61%	0.82%
Business services	0.45%	0.20%	0.36%
Chemicals and textiles	3.17%	3.65%	3.44%
Construction and mining equipment	1.09%	1.57%	1.32%
Construction materials and homebuilding	0.45%	0.75%	0.44%
Containers	0.47%	0.63%	0.47%
Cosmetics	1.75%	1.48%	1.12%
Drugs	4.44%	2.95%	3.13%
Electrical equipment	4.72%	4.99%	4.94%
Electronics	0.75%	0.97%	1.62%
Food and related	1.80%	1.68%	1.21%
Food stores	1.48%	1.67%	1.18%
Forest products	0.31%	0.26%	0.26%
Household goods	2.61%	3.20%	3.09%
Instruments	0.30%	1.27%	1.58%
Insurance	2.98%	5.81%	4.27%
Leisure time	0.14%	1.18%	1.16%
Machinery	1.26%	1.54%	1.49%
Mining	0.11%	0.00%	0.00%
Motor vehicles, equipment, and tires	4.82%	5.69%	3.85%
Multi-industry	0.00%	0.54%	1.08%
Newspapers	0.30%	0.91%	0.89%
Office machines	10.58%	9.27%	8.11%
Paper products	2.63%	3.93%	3.26%
Petroleum, domestic	5.55%	3.39%	5.62%
Petroleum, international	11.01%	10.13%	11.65%
Petroleum services	2.76%	3.15%	4.32%
Photographic equipment	1.40%	1.14%	1.22%
Publishing	0.40%	0.77%	0.91%
Railroads	1.34%	0.86%	1.59%
Retail trade	1.66%	1.16%	1.54%
Savings and loan	0.67%	0.42%	0.14%
Steel	0.54%	0.62%	0.65%
Trucking and related	0.42%	0.50%	0.72%
Utilities, electric	5.25%	2.33%	1.81%
Utilities, gas and pipeline	3.54%	2.88%	2.75%
Utilities, telephone	9.08%	7.55%	5.90%
Foreign investments	1.63%	2.61%	4.52%

SOURCE: COLLEGE RETIREMENT EQUITIES FUND

The Chronicle of Higher Education (ISSN 0009-5982) is published weekly except the first week in January, the first three weeks in August, and the last two weeks in December, at 1333 New Hampshire Avenue, Northwest, Washington, D.C. 20036, on the Thursday preceding the issue date. Subscription rate: $32.50 per year ($33.50 if bill is to be sent). Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1981 by The Chronicle of Higher Education, Inc. Printed in the U.S.A.

FACT-FILE

1979-80 Enrollment of Foreign Students

Institutions with 1,000 or More Students from Other Countries

Rank	Institution	Number of foreign students	Percentage of total enrollment
1.	University of Southern California	3,305	12.3%
2.	Los Angeles City College	3,000	16.3%
3.	Miami-Dade Community College	2,790	7.1%
4.	Texas Southern University	2,585	30.3%
5.	University of Texas at Austin	2,354	5.3%
6.	University of Wisconsin at Madison	2,092	5.2%
7.	Columbia University, main division	2,037	11.9%
8.	University of Michigan at Ann Arbor	1,941	5.4%
9.	University of California at Los Angeles	1,907	5.8%
10.	University of Washington	1,880	5.0%
11.	Northeastern University	1,844	4.5%
12.	George Washington University	1,824	7.9%
13.	University of Houston, central campus	1,813	6.4%
14.	University of Minnesota at Minneapolis-St. Paul	1,783	2.8%
15.	Massachusetts Institute of Technology	1,688	18.6%
16.	University of California at Berkeley	1,687	5.5%
17.	Howard University	1,657	15.6%
18.	University of Pennsylvania	1,648	7.5%
19.	Harvard University	1,645	8.7%
20.	Indiana University at Bloomington	1,630	5.1%
21.	University of Texas at Arlington	1,626	8.5%
22.	Ohio State University, main campus	1,589	3.0%
23.	University of Oklahoma at Norman	1,576	7.2%
24.	University of Kansas	1,560	5.9%
25.	New York University	1,510	4.6%
26.	Oklahoma State University, main campus	1,500	6.8%
27.	American University	1,487	12.2%
28.	University of Southwestern Louisiana	1,475	11.1%
29.	University of Illinois at Urbana-Champaign	1,448	4.2%
30.	University of San Francisco	1,434	22.6%
31.	University of Florida	1,398	4.3%
32.	Boston University	1,380	5.3%
33.	Michigan State University	1,379	2.9%
34.	North Texas State University	1,322	7.7%
35.	University of Arizona	1,317	4.5%
36.	Stanford University	1,316	9.9%
37.	Iowa State University	1,309	5.5%
38.	Louisiana State University at Baton Rouge	1,298	4.9%
39.	S.U.N.Y. at Buffalo, main campus	1,282	5.9%
40.	San Jose State University	1,255	4.9%
41.	University of Pittsburgh, main campus	1,251	4.3%
42.	United States International University	1,200	41.5%
43.	Portland State University	1,199	7.1%
44.	University of Missouri at Columbia	1,186	5.0%
45.	University of Miami	1,184	7.7%
46.	Cornell University	1,183	6.3%
47.	Southern Illinois University at Carbondale	1,158	5.1%
48.	Purdue University, main campus	1,164	3.6%
49.	California State University at Los Angeles	1,136	5.1%
50.	Texas A&M University, main campus	1,121	3.6%
51.	University of Hawaii at Manoa	1,115	5.4%
52.	University of Tennessee at Knoxville	1,107	3.6%
53.	Pennsylvania State University, main campus	1,105	3.1%
54.	Brigham Young University, main campus	1,089	3.7%
55.	University of Maryland at College Park	1,083	2.9%
56.	Syracuse University, main campus	1,064	6.[illegible]%
57.	Ohio University, main campus	1,061	7.5%
58.	California State University at Fresno	1,022	6.9%

Where They Come From

Rank	Country or territory	Students	Rank	Country or territory	Students
1.	Iran	51,310	26.	Pakistan	2,660
2.	Taiwan	17,560	27.	Indonesia	2,440
3.	Nigeria	16,360	28.	France	2,250
4.	Canada	15,130	29.	Turkey	2,210
5.	Japan	12,260	30.	Jamaica	2,150
6.	Hong Kong	9,900	31.	Pacific Islands	1,900
7.	Venezuela	9,860	32.	Kenya	1,850
8.	Saudi Arabia	9,540	33.	Ghana	1,810
9.	India	8,760	34.	Peru	1,740
10.	Thailand	6,500	35.	Egypt	1,650
11.	Lebanon	6,040	36.	Algeria	1,560
12.	Mexico	5,650	37.	Australia	1,560
13.	Vietnam	5,050	38.	Ethiopia	1,340
14.	Republic of Korea	4,890	39.	Bahamas	1,330
15.	Jordan	4,720	40.	Iraq	1,220
16.	United Kingdom	4,280	41.	Panama	1,200
17.	Malaysia	3,660	42.	Chile	1,190
18.	Colombia	3,200	43.	Nicaragua	1,170
19.	Libya	3,030	44.	South Africa	1,170
20.	West Germany	3,000	45.	Cuba	1,130
21.	Greece	3,000	46.	Italy	1,100
22.	Brazil	2,910	47.	Netherlands	1,100
23.	Philippines	2,890	48.	Trinidad and Tobago	1,030
24.	Israel	2,730	49.	El Salvador	1,020
25.	Kuwait	2,670	50.	Singapore	1,010

SOURCE: INSTITUTE OF INTERNATIONAL EDUCATION

International Notes

From Canada

■ 3 Female Students Sued by Journalism Professors

Two male professors of journalism at Carleton University in Ottawa have sued three female students for libel and slander following charges from the students that unidentified male faculty members had sexually harassed them.

The students made the charges at a news conference, but refused to give the names of specific professors. Critics complained that by not naming those involved, the women had, in effect, incriminated all 19 male faculty members in the journalism department.

Following the news conference, a lawyer for the two professors—Robert Rupert and Brian Nolan—asked the women to sign a statement saying that his clients were not among those involved in the harassment charges. Acting on legal advice, the women refused, although they issued a statement saying that only a minority of the journalism professors were guilty of harassment.

Mr. Rupert and Mr. Nolan subsequently filed the libel suit in the Supreme Court of Ontario.

■ Teachers' Group Defines Sexual Harassment

The board of the Canadian Association of University Teachers has approved interim guidelines defining sexual harassment and calling for "clearly publicized procedures for receiving complaints and adjudicating them."

According to the guidelines, "sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

▶ "Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic status, or academic accreditation.

▶ "Submission to or rejection of such conduct by an individual is used as the basis for employment, academic status, or academic-accreditation decisions affecting such individual.

▶ "Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance, or creating an intimidating, hostile, or offensive working or academic environment."

The guidelines will be considered by the association's council at a meeting this month.

From Other Countries

■ French Police Clash with Right-Wing Students

French police were forced to draw their guns to disperse extreme-right-wing students involved in violent incidents recently at the University of Paris, II.

Two policemen and one student were injured in the clashes, and seven students were held for questioning by police.

Jacques Robert, president of the university, asked for police help during the first day of a two-day strike led by a coalition of conservative student groups. According to students and faculty members who were present, right-wing militants, dressed in leather jackets and boots, prevented representatives of moderate groups from speaking and repeatedly threatened members of the audience.

Later there was fighting in the streets between the militants and policemen in riot gear.

The strike was called to protest a university decision to end exemptions for students who had scored well on examinations in February from taking similar tests in June.

The second day of the strike concluded peacefully, following an announcement by Mr. Robert that he was prepared to meet with student representatives on the issue.

The University of Paris, II, which specializes in law and the social sciences, has had a reputation of being a stronghold of the right ever since a post-1968 reorganization that led to the division of the overall University of Paris into 13 autonomous institutions.

■ Leftist Students in Iran Clash with Islamic Groups

Renewed fighting has erupted in Iran between leftist student groups and supporters of the strict Islamic policies of the revolutionary government.

Ten people have been reported killed and many others wounded in recent clashes in Teheran and other cities between Islamic extremists and the People's Mujahedeen, a student-dominated group that combines Islamic teachings with Marxist ideology.

The Ayatollah Ruhollah Khomeini has blamed the Mujahedeen for the fighting, accusing the group of "childish sedition-mongering" and doing the "evil" work of Washington and Moscow.

The group took to the streets recently to protest the continued closure of Iran's universities, which were shut down last June after widespread confrontations between leftists and Islamic extremists. The Ayatollah charged that the campuses were being used to promote anti-revolutionary ideas. The Ministry of Education has said some university departments would be reopened soon.

■ Research Not a Panacea, French Scientists Warn

Fifty natural and social scientists in France have launched a "nonparty" appeal to the country's politicians not to regard scientific research as a panacea for society's problems.

They called for more constructive thinking and debate about the relationship of scientists to government.

They added that a "remarkable political consensus" had developed in France that saw research as "the priority of priorities" for solving social and economic problems. However, they warned, the consensus may mask a lack of thought about how the findings of science and social science should be applied, especially in areas in which conventional social and economic thinking is challenged.

One of the organizers of the appeal, Robert Fraisse, an engineer at the *École Polytechnique*, said, "We want the kind of relationships between scientists and politicians which would allow us to look beyond immediate questions of potential profit and to consider seriously the scientific and technical options which are going to mark societies in the future."

Russian Physicist *Continued from Preceding Page*

spying. Mr. Belozerov returned to Austria to take up his position at the systems-analysis institute in 1979.

The institute was established in 1972—five years after it was proposed during a 1967 meeting between President Johnson's security adviser, McGeorge Bundy, and the present chairman of the institute, the Russian Jermen Gvischiani, who, as son-in-law of the late Premier Kosygin, enjoyed a degree of influence that extended far beyond his scientific activities.

The institute's purpose was to facilitate cooperation between scientists from the East and West. The results of all official projects must be made public. The latest of its studies, entitled "Energy in a Finite World," has received enthusiastic reviews from scientists.

Austrian Government Upset

Of the 17 countries that support the institute, eight are N.A.T.O. members, six are members of the Warsaw Pact, and two are neutral.

The Austrian government, eager to sponsor as much international cooperation on their territory as possible, was greatly upset by the Norwegian's allegations. Austria accepts the fact that it, and in particular Vienna, is an international spy center only as long as the country's own good name is not endangered.

Officials could not ignore the Norwegian's allegations that Mr. Belozerov was starting to demand not only scientific but also strategic information.

The Russian scientist's resignation and quiet departure from Austria were a typical diplomatic solution.

Apart from one press release containing the text of his letter of resignation, the institute has refrained from any comment on accusations in various Austrian newspapers that the former castle now is a nest of spies.

Hungary *Continued from Preceding Page*

pened to have majored in science when they were in college.

The government recently merged the Ministries of Education and Culture and created a new Ministry of Industry, in part to improve the efficiency and effectiveness of applied research.

The changes raised fears among some university academics that the government might de-emphasize university science.

The announcement by Imre Pozsgay, Minister of Education and Culture, that the new science complex in Budapest would be built has eased some of those fears.

The new building will enable the university to bring all of its science faculties together in one place for interdisciplinary programs. It will also permit the sharing of expensive equipment.

However, university officials were not sure what role the new complex would play in reshaping Hungarian science generally. A year ago, János Szentágothai, president of the Hungarian Academy of Sciences, warned that members of the academy should no longer waste time and energy on "insignificant and middle-level" research.

Some university scientists believe that responsibility for such research will be assigned to the universities. They speculate that it is unlikely that young scientists engaged in such research would be given lifetime positions at the universities and so would be more willing to move into applied research after several years.

NOTE

ONLY THE FOLLOWING PAGES OF THIS

PUBLICATION HAVE BEEN FILMED

p. 1, 8-9, 12.

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LC 2175-1 5/20/81

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E CHRONICLE
of Higher Education

ISSN 0009-5982

May 18, 1981 • $1.25
Volume XXII, Number 13

News Summary

Articles on inside pages

Modern science is "inaccessible to the nonscientist," says the physicist Gerald Holton, the 1981 Jefferson lecturer. Story on Page 3.

A verification service finds that many claims to college degrees are faked, inflated, or misrepresented. Story on Page 7.

University of Nevada faculty members are protesting the state's approval of the new University for Humanistic Studies. Story on Page 7.

Schools of education may become "extinct" if they don't improve their academic programs, two deans say. Story on Page 4.

Small Indian colleges anticipate a bright future with help from federal funds. Story on Page 9.

A student-faculty group has charged higher-education officials with "resegregation" at Tennessee State University. Story on Page 10.

A GI Bill allowing military personnel to transfer education benefits to dependents has been approved by a House committee. Story on Page 11.

How and when to curtail the Guaranteed Student Loan program is a difficult task for legislators. Story on Page 13.

Hanna Holborn Gray will defend the humanities as co-chairman of a new White House commission, scholars predict. Story on Page 11.

A "smorgasbord" of facts and fancy and theorems and formulas appears in *The Mathematical Experience*. Story on Page 17.

Faculty unions in France hope incoming President Mitterand will relax the government's hold on higher education. Story on Page 15.

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Corporations' Gifts to Colleges Up 25 Pct. in 1980; Smaller Increase Likely this Year

By Jack Magarrell

U. S. corporations increased their support of higher education by 25 per cent in fiscal 1980, a national survey indicates, but no such increase is anticipated this year.

College and university fund raisers have turned increasingly to corporations in recent months for gifts to offset some of the reductions in federal support proposed by President Reagan.

Hayden W. Smith, vice-president and research director of the Council for Financial Aid to Education, said last week that the 25-per-cent increase in corporate giving "certainly won't be repeated," because of a slowdown in corporate growth.

"We'll be lucky to see even half that big an increase in 1980-81," he said.

Treasury Secretary Donald T. Regan was quoted by a *Wall Street Journal* reporter this month as saying that if universities "haven't started their major fund drives, they're going to be in real trouble" because "corporate America isn't about to come to their rescue."

Even if corporate giving to higher education were doubled this year, Mr. Smith said, it would not offset the reductions in federal support proposed in the Reagan Administration's budget.

In 1979-80, corporations gave higher education an estimated $696-million. Reductions in federal support under the Reagan budget, according to some estimates, may total $4-billion or more.

Total voluntary support from all sources for higher education in 1979-80 is estimated to be $3.8-billion.

Estimates of voluntary support for colleges and universities from corporations, foundations, religious organizations, individuals, and other sources were published last week by the Council for Financial Aid to Education on the basis of data from 1,019 colleges and universities covered by the council's annual survey.

The total represents a one-year increase of 17.6 per cent and indicates that voluntary support for colleges and universities during the last fiscal year outpaced both the high rate of inflation and the institutions' modest growth in enrollment.

Comparing 1979-80 with the previous year, the Consumer Price Index was up by 12.5 per cent, college enrollment was up by 2.8 per cent, and college and university spending was up by 8.3 per cent.

After adjusting for inflation, voluntary

Continued on Page 9, Column 1

The Top 20

1. Emory University	$115,592,443
2. Harvard University	76,179,576
3. University of California system	74,972,959
4. University of Texas system	60,722,404
5. Stanford University	60,122,303
6. Yale University	59,649,269
7. University of Pennsylvania	49,129,330
8. Cornell University	47,288,245
9. University of Southern California	42,234,069
10. University of Minnesota	40,568,067
11. Columbia University	38,107,255
12. Mass. Institute of Technology	38,057,635
13. University of Michigan	33,874,620
14. University of Chicago	33,740,660
15. Princeton University	32,686,791
16. Dartmouth College	31,567,563
17. University of Wisconsin, Madison	31,125,650
18. Northwestern University	31,035,653
19. Case Western Reserve University	29,173,909
20. Johns Hopkins University	28,960,335

COUNCIL FOR FINANCIAL AID TO EDUCATION

Federal Efforts to End College Segregation Called 'Weak' by U.S. Civil-Rights Panel

By Lorenzo Middleton

WASHINGTON

The federal government's efforts to eliminate traces of segregation in state higher-education systems have been weak and largely ineffective, the U. S. Commission on Civil Rights said last week.

Offering a long list of suggestions for stronger desegregation guidelines, the commission called for "a more vigorous effort" by the Department of Education on what has been a legal and political battlefront for more than a decade.

The commission released its report as a U. S. district-court judge was presiding over a new round of skirmishes between the Education Department's Office for Civil Rights and its desegregation nemesis—the N.A.A.C.P. Legal Defense Fund.

Delay Sought in 6 Cases

The O.C.R., which is under judicial order to take action this month against six state higher-education systems found in violation of civil-rights laws, has asked the court for an extension to give it time to negotiate with the states on acceptable desegregation plans.

But in a motion opposing the extension, lawyers for the defense fund described the request as "one more sad chapter in the history of [federal] inaction and procrastination" in enforcing civil-rights laws. Rather than be granted an extension, the lawyers argued, the Education Department should be cited for contempt for allowing a 120-day deadline to pass without obtaining completed desegregation plans from the states.

The controversy stems from a 1970 suit by the defense fund against what was then the Department of Health, Education, and Welfare, calling on the government to withhold higher-education assistance from

Continued on Page 10, Column 1

Pell Grants Would Be Cut $100 per Student this Fall Under Bill Approved by Senate Unit

By Janet Hook

WASHINGTON

Each college student's Pell Grant would be cut by $100 this fall, under a measure approved by a Senate panel that decided to slash even deeper into the federal government's spending on higher education than the Reagan Administration had advocated.

The cut was part of legislation drafted by the Senate Subcommittee on Labor, Health and Human Services, and Education. It was designed to provide extra money for some federal programs and rescind appropriations for others for fiscal 1981, which ends September 30.

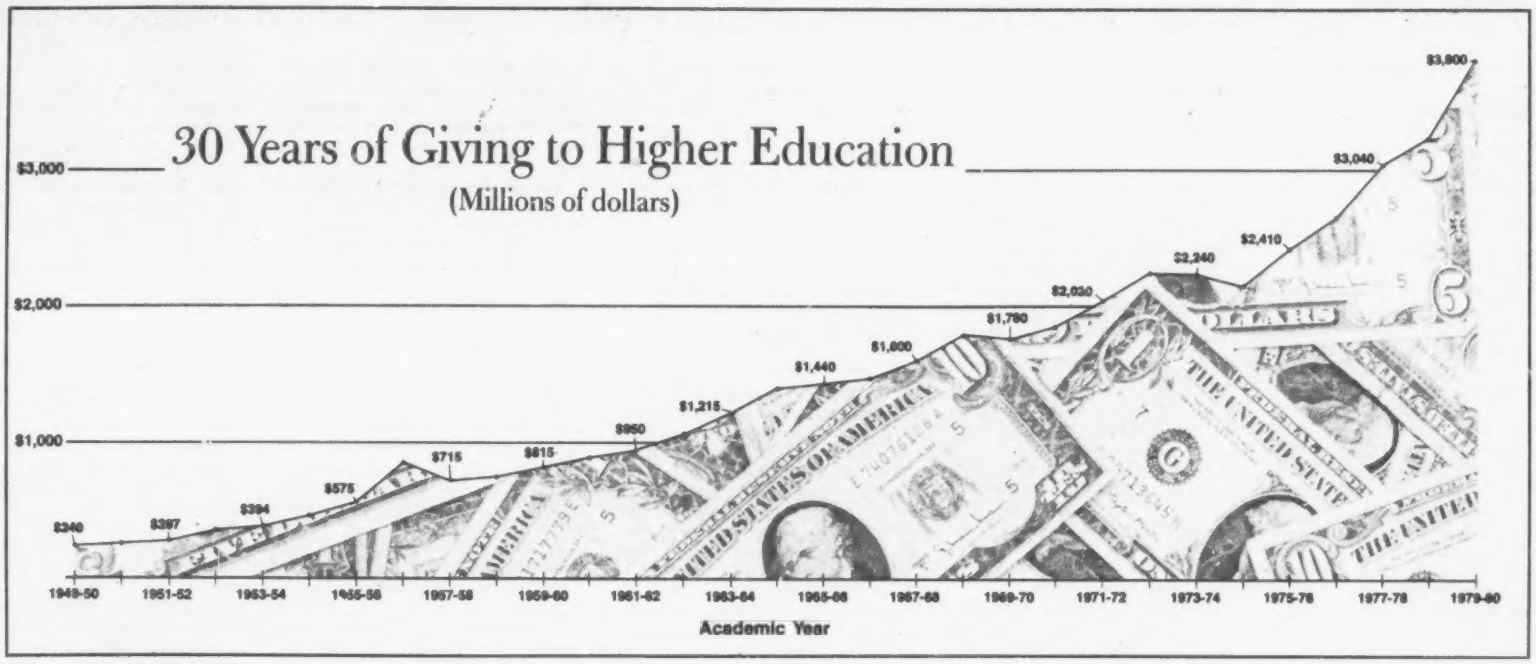
Although the panel refused to accept some of the Administration's proposed cutbacks in appropriations for health research and training programs, it approved deeper cuts in funds appropriated to aid black colleges, graduate students, and college libraries.

The House of Representatives last week was expected to complete action on its version of the supplemental money bill, HR 3512, which would allow Pell Grant recipients to get $1,750 this fall, the full amount authorized by Congress.

In an earlier vote, the House of Representatives rejected a budget resolution setting spending targets for fiscal 1982 that was the House Democrats' alternative to President Reagan's economic-reform package. Instead, the House approved a

Continued on Page 12, Column 4

FACT–FILE



College and University Fund-Raising Results from 1950 to 1980 Compared with Trends in Prices, Spending, and Enrollment

Academic year	Total enrollment	Consumer Price Index *	Higher Education Price Index *	Institutional expenditures: Total	Institutional expenditures: Per student: Current	Institutional expenditures: Per student: Adjusted†	Estimated voluntary support: Total	Estimated voluntary support: Per student: Current	Estimated voluntary support: Per student: Adjusted†	Estimated voluntary support: Per cent of total
1949-50	2,659,000	71.7	—	$ 2,500,000,000	$ 940	$1,310	$ 240,000,000	$ 90	$126	9.6%
1965-66	5,967,000	95.9	95.0	15,200,000,000	2,547	2,656	1,440,000,000	241	251	9.5%
1970-71	8,649,000	118.8	128.6	27,100,000,000	3,133	2,637	1,860,000,000	215	181	6.9%
1974-75	10,322,000	154.5	166.2	38,900,000,000	3,769	2,439	2,160,000,000	209	135	5.6%
1978-79	11,392,000	206.4	217.1	54,000,000,000	4,740	2,297	3,230,000,000	284	138	6.0%
Change from 1977-78	+ 0.8%	+ 9.5%	+ 7.8%	+ 8.0%	+ 7.1%	− 2.1%	+ 6.3%	+ 5.6%	− 3.5%	+ 7.1%
1979-80	11,707,000	232.1	238.3	58,500,000,000	4,997	2,153	3,800,000,000	325	140	6.4%
Change from 1978-79	+ 2.8%	+12.5%	+ 9.8%	+ 8.3%	+ 5.4%	− 6.3%	+17.6%	+ 5.3%	+ 1.4%	+ 6.7%

* 1967 = 100.
† Adjusted to 1967 dollars, according to Consumer Price Index.

Voluntary Support for Colleges and Universities in 1979-80

	74 private universities	7 private men's colleges	74 private women's colleges	473 private coeducational colleges	68 professional and specialized schools	218 public institutions	105 2-year colleges	All 1,019 institutions
Volume of support								
Current operations	605,955,455 (50.4%)	6,623,421 (41.0%)	49,342,533 (50.6%)	356,624,817 (48.7%)	66,866,464 (52.2%)	605,626,457 (70.7%)	12,351,233 (56.7%)	1,703,390,380 (55.8%)
Capital purposes	596,464,403 (49.6%)	9,534,923 (59.0%)	48,205,439 (49.4%)	376,207,461 (51.3%)	61,237,131 (47.8%)	250,566,928 (29.3%)	9,445,927 (43.3%)	1,351,662,212 (44.2%)
Total	$1,202,419,858	$16,158,344	$97,547,972	$732,832,278	$128,103,595	$856,193,385	$21,797,160	$3,055,052,592
Sources of support								
Business corporations	$193,554,737 (16.1%)	$1,228,595 (7.6%)	$9,686,684 (9.9%)	$103,035,800 (14.1%)	$15,846,764 (12.4%)	$227,798,984 (26.6%)	$4,602,634 (21.1%)	$555,754,198 (18.2%)
Religious denominations	23,810,990 (2.0%)	1,087,038 (6.7%)	4,799,544 (4.9%)	81,635,086 (11.1%)	9,352,671 (7.3%)	424,426 (0.1%)	3,139,120 (14.4%)	124,248,875 (4.1%)
Alumni	299,073,861 (24.9%)	6,200,375 (38.4%)	45,116,225 (46.3%)	186,059,582 (25.4%)	11,246,145 (8.8%)	175,900,565 (20.5%)	1,943,897 (8.9%)	725,540,650 (23.7%)
Nonalumni individuals	232,970,196 (19.4%)	5,510,097 (34.1%)	18,192,650 (18.7%)	214,763,013 (29.3%)	43,851,655 (34.2%)	153,976,903 (18.0%)	8,732,732 (40.1%)	677,997,246 (22.2%)
Foundations	390,326,202 (32.4%)	1,930,081 (11.9%)	18,737,087 (19.2%)	122,441,222 (16.7%)	42,882,457 (33.5%)	160,861,719 (18.8%)	2,580,420 (11.8%)	739,759,188 (24.2%)
Others	62,383,872 (5.2%)	202,158 (1.3%)	1,015,782 (1.0%)	24,897,575 (3.4%)	4,923,903 (3.8%)	137,230,788 (16.0%)	798,357 (3.7%)	231,752,435 (7.6%)
Support through the annual fund								
Total alumni of record	4,628,713	65,975	641,804	4,785,411	446,075	9,958,531	468,519	20,995,028
Alumni solicited for annual fund	3,799,002	53,756	568,919	4,024,486	375,611	7,575,948	260,804	16,658,526
Alumni donors to annual fund	898,635	18,808	179,940	900,078	68,344	926,960	22,287	3,015,052
Alumni gifts to annual fund	$120,707,769	$2,255,812	$22,499,304	$78,566,742	$6,327,283	$67,645,738	$1,244,472	$299,247,120
Nonalumni parents' gifts to annual fund	6,141,526	202,852	2,121,665	8,140,041	213,665	713,017	248,052	17,780,818
Total gifts to annual fund	196,797,837	4,170,189	35,144,796	194,387,114	14,547,988	146,336,272	5,612,343	596,996,539
Total nonalumni parent support								
Number of nonalumni parent donors	39,269	1,647	14,026	91,665	3,821	82,953	2,476	235,857
Contributions by nonalumni parents	$9,239,418	$308,050	$4,126,183	$16,564,128	$603,114	$1,293,883	$459,652	$32,594,428
Corporations' matching gifts								
Total number of gifts matched	69,201	1,517	11,347	68,102	7,385	38,593	1,432	197,577
Support from matching-gift programs	$13,398,244	$307,650	$2,226,844	$12,894,268	$1,101,836	$6,608,320	$198,526	$36,735,688

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

Colleges Controlled by American Indians Gain in Struggle to Survive; U.S. Funds to Continue

WASHINGTON

While many colleges and universities around the country are bracing for smaller enrollments and declining revenues, members of the American Indian Higher Education Consortium are looking ahead optimistically, knowing that they have nowhere to go but up.

The consortium includes the bulk of a new group of higher-education institutions established over the past decade by Indian tribes that wanted to operate their own colleges.

There are now 21 such colleges in eight states, all of them operating on or near reservations, with shoestring budgets that rely mostly on small tribal contributions and government grants. Many of them hold classes in trailers or in borrowed buildings. Some have fewer than a dozen full-time students and are branded by other educators and government officials as "paper institutions."

But A.I.H.E.C. members, who met here recently to discuss the future of the colleges, are convinced that their institutions are on the way to becoming a legitimate part of the American higher-education system.

Big Boost in 1978

The Indian college movement received a big boost in 1978, after years of lobbying, when Congress passed the Tribally Controlled Community College Assistance Act.

The act "pulled us over our biggest hurdle—official recognition," said Lionel R. Bordeaux, president of Sinte Gleska College in South Dakota and one of the founders of the movement.

Besides providing recognition, the act authorized the Bureau of Indian Affairs to distribute up to $85-million over a three-year period to qualified tribal colleges, based on their full-time-equivalent enrollments.

After numerous delays by the bureau and the Office of Management and Budget, the government awarded $5-million to 11 of the colleges in April, 1980. In fiscal 1981, 15 colleges are sharing $10-million in grants.

"That funding has stabilized the colleges," Mr. Bordeaux said. "It's given us a chance to do some long-range planning, and it's allowed us to go out and hire instructors to teach courses that we were not able to offer before. For a long time after we started, we had only two or three graduates a year. Now we are starting to look at sizable graduations."

The tribal-college program is one of the few federal education programs that have not been slated for reductions. Leaders of the colleges were told when they met in Washington that chances were good that the program would be re-authorized when it expires in 1982.

The aims of the colleges, explained one Congressional staff member, "tie right in to the Reagan newspeak about economic development, increasing employment opportunities, and the notion of people pulling themselves up by their bootstraps."

The consortium and its new Washington lobbyist, former Iowa Congressman Michael T. Blouin, plan to emphasize those ideals while seeking support in Congress over the next 18 months for re-authorization of the program.

Leroy V. Clifford, executive director of the A.I.H.E.C., said the colleges planned to stress their social influence rather than their enrollments, graduation rates, or other "indices of success used by traditional institutions of higher education."

While noting that the two-year tribal colleges have served as "a strong motivational force" in encouraging many Indians to seek further academic degrees, Mr. Clifford said their greatest contribution had been in "strengthening tribal communities and tribal governments in their economic and social development."

Popular with Non-Indians

The colleges, which charge less than most other public institutions, also have become popular among non-Indians on many reservations where white homesteaders have settled. That has led to financial problems for some Indian administrators, who note that the assistance program, which grants the tribal colleges $4,000 for each full-time-equivalent student, does not include non-Indian students in the count.

"We opened our doors to non-Indian students as a gesture of good will and human relations," said Mr. Bordeaux of Sinte Gleska, adding that the gesture had helped reduce racial tensions in the area. "But they're flat ripping us off, because we don't get any money to pay for the costs of educating them."

The administrators complained that there appeared to be no solution to the problem under the present law.

Someone suggested that the colleges might hold down enrollments of non-Indians by charging them higher tuition, but that idea was dropped when it was pointed out that it would violate federal anti-discrimination laws.

"We try to control it somewhat through course offerings," said Joe McDonald, president of Selish-Kootenai Community College in Montana. His institution offers a large selection of courses related to Indian culture and history, which are generally avoided by the white students who make up 30 per cent of the enrollment.

Mr. McDonald added, however, that he wished more whites would attend the courses on Indian culture. "Our people have always been subjected to the white man's version of Indian culture," he said. "This is our opportunity to give them a chance to see it from the Indian point of view." —LORENZO MIDDLETON

CHRONICLE PHOTOGRAPHS BY JOHN C. PHILLIPS

Lionel R. Bordeaux

Leroy V. Clifford

Corporations' Gifts *Continued from Page 1*

support per student rose by 1.4 per cent in 1979-80. A year earlier, it had declined by 3.5 per cent.

John Haire, president of the Council for Financial Aid to Education, said the 25-per-cent increase in corporate giving was "especially remarkable" because the budgets for 1979-80 contributions were set in 1978-79, when the corporations' net income before taxes rose by only 15 per cent.

In 1979-80, he said, corporate income before taxes increased by just 3.7 per cent. Presumably the 3.7-per-cent figure is the one corporation officials will be looking at as they make decisions about giving in 1980-81.

Mr. Smith said the sharp reductions in corporation taxes proposed by the Reagan Administration should not reduce incentives for them to make tax-deductible gifts to educational and charitable institutions.

The big tax breaks for corporations would come as faster tax write-offs for investment in new plants and equipment, but the rate on taxable income—which determines the cost of giving—would not be changed.

For individual taxpayers, the Reagan proposals would reduce income-tax rates and thus reduce the tax incentive to give, especially among high-income people, who are the big givers in fund-raising campaigns.

The current maximum tax rate on unearned income, for example, is 70 per cent, which means that a gift of $1,000 from such income costs the donor only $300 in after-tax dollars. If the maximum rate on unearned income is reduced to 50 per cent, as proposed, the same gift would cost $500 in after-tax dollars.

Fund raisers hope that Congress will offset the reduced incentive, at least in part, by allowing taxpayers to deduct charitable gifts regardless of whether they itemize their deductions. Under present law, taxpayers who take the standard deduction on their federal income tax have no incentive to make deductible gifts.

Gifts from individuals accounted for 46 per cent of the total voluntary support received by colleges and universities in 1979-80, the council reported. Alumni gave an estimated $910-million, an increase of 16 per cent over the previous year, and non-alumni gave $847-million, an increase of 15 per cent.

Although overall giving was up, colleges and universities received 3.7 per cent less from religious denominations than they did the previous year, the council estimated.

In the five years ending with fiscal 1980, it reported, total voluntary support increased by 75.9 per cent. In the same period, the report said, the Higher Education Price Index—a measure of changes in prices that colleges pay for goods and services—rose by 43.4 per cent, and the Consumer Price Index rose by 50.3 per cent.

Giving to higher education by foundations rose by 23 per cent in 1979-80, to an estimated total of $903-million. About $105-million of that was accounted for by a single gift to Emory University from the Emily and Ernest Woodruff Fund.

That put Emory in first place among the institutions receiving large amounts of voluntary support during the year. Emory's total for the year, over $115-million, surpassed Harvard University's $76-million.

The council's annual survey is co-sponsored by the Council for Advancement and Support of Education and the National Association of Independent Schools.

The report, *Voluntary Support of Education 1979-80*, includes data on each of the 1,019 colleges and universities participating in the survey. Copies of the report are available for $14 each from C.F.A.E., 680 Fifth Avenue, New York 10019.

LOYOLA UNIVERSITY

CAREER DEVELOPMENT PROGRAM

announces

DISSEMINATION CONFERENCE

October 4-8 and December 4, 1981
Chicago, Illinois

The **CAREER DEVELOPMENT PROGRAM** of Loyola University of Chicago, partially funded by the Fund for the Improvement of Postsecondary Education (FIPSE) for the past three years, has assisted faculty, administrators, and trained staff in career development and/or career transition. The Program utilizes a series of workshops, personal counseling, and resource groups to assist faculty (and others) in their personal and professional development. Opportunities are made available to experience employment in business and industry or exchange positions with persons from other institutions.

The **DISSEMINATION CONFERENCE** is designed to enable representatives from other colleges and universities to plan, initiate, and implement a career development program on their own campus through learning about the particulars of the Loyola Program as well as through experiencing the major components of the Loyola Program. The four-day conference will include:

Integrating Professional and Personal Growth Workshop

A structured format providing opportunities for participants to clarify values, strengths, operating styles, purpose themes, and time management in order to assess their present professional and personal compatibilities and fulfillment. A short or long term goal is selected in order to enrich or alter one's present functioning. Plans are made for the goal's measurement criteria, strategies, management, and evaluation.

Elizabeth Wells
Management Consultant

Skills Assessment Workshop

A workshop designed to help persons identify personal/professional skills and their use in other environments, develop both short and long range career goals, and select strategies for a job search using networking and professional associations. The session includes putting together a functional résumé, negotiating salary, interviewing techniques, getting references on prospective company/employer, and planning for future raises and promotions.

Marilyn Moats Kennedy
Career Strategies

Initiating/Implementing a Career Development Program

Sessions will focus on faculty needs, long range planning and institutional needs, politics of the academy, career satisfaction, program costs and funding, establishing an office, program design, internal communication and dissemination, working with chairpersons and deans, personal counseling, services for spouses, institutional/community resources, contacting corporations, placements, and evaluation.

Robert M. Barry
Director
Barbara Naftzger
Assistant Director

Participants are expected to leave the conference with plans specifically designed for their own campus. The follow-up session, December 4, will be part of this process.

Conference Dates: October 4-8 and follow-up December 4, 1981. Enrollment will be limited. The cost will be $150 per person (partially funded by FIPSE) and includes room, board, and materials. The conference facility is located 20 minutes from O'Hare Airport.

Application deadline: July 1, 1981

For information and conference application: Ms. Barbara Naftzger, Assistant Director, Career Development Program, Loyola University, 6525 N. Sheridan Road, Chicago, Illinois 60626; Telephone (312) 274-3169.

FACT–FILE

Proposals of Senate and House Panels for Higher-Education Appropriations

	Fiscal 1981 appropriations	Reagan supplementals (+) and rescissions (–)	House committee supplementals (+) and rescissions (–)	Senate subcommittee supplementals (+) and rescissions (–)
DEPARTMENT OF EDUCATION				
Pell Grants	$2,159,000,000	+$661,000,000	+$661,000,000 *	+$391,000,000 *
Guaranteed Student Loans	1,950,296,000	–103,270,000	–103,270,000	0
National student-aid commission	0	+750,000	+750,000	0
Programs for the disadvantaged	159,500,000	0	0	–6,000,000
Educational outreach	15,000,000	–12,800,000	0	–12,800,000
Graduate support				
Graduate / professional opportunities	11,000,000	0	0	–2,000,000
Public-service fellowships	2,000,000	–2,000,000	0	–2,000,000
Mining fellowships	1,150,000	–1,150,000	0	–1,150,000
Institutional assistance				
Developing institutions	120,000,000	0	0	–30,000,000
International education	28,000,000	–8,000,000	0	0
Veterans' cost of instruction	12,039,000	–12,039,000	0	–12,039,000
College housing loans	14,550,000	–14,550,000	0	–14,500,000
Architectural-barriers removal	10,000,000	–10,000,000	–10,000,000	–10,000,000
Library resources				
College libraries	4,988,000	0	0	–4,988,000
Training and demonstration	1,167,000	0	0	–500,000
Professional development				
Teacher Centers	13,000,000	–3,250,000	–1,300,000	–6,500,000
Teacher Corps	30,000,000	–7,500,000	–3,000,000	–7,500,000
Pre-College Science Teacher Training	2,500,000	–625,000	–250,000	–625,000
Vocational education	776,880,000	–196,011,000	–76,236,000	–124,201,000
Adult education	120,000,000	–30,000,000	–15,000,000	–20,000,000
Women's educational equity	10,000,000	–2,500,000	–1,250,000	–2,500,000
Rehabilitation training	25,500,000	–5,100,000	–2,550,000	–5,100,000
National Institute of Handicapped Research	35,000,000	–7,000,000	–3,500,000	–7,000,000
Legal training	4,000,000	–3,000,000	0	–3,000,000
National Institute of Education	74,114,000	0	–7,000,000	–10,000,000
National Center for Education Statistics	9,947,000	0	0	–1,000,000
Institute of Museum Services	12,857,000	–12,357,000	0	–12,357,000
Education of the handicapped				
Innovation and development	20,000,000	–5,000,000	–5,000,000	–5,000,000
Personnel development	58,000,000	–14,500,000	–7,250,000	–25,000,000
Vocational, postsecondary programs	4,000,000	–1,000,000	–500,000	–1,600,000
DEPARTMENT OF HEALTH AND HUMAN SERVICES				
Alcohol, Drug Abuse, and Mental Health Administration				
Mental-health research and training	244,912,000	–29,276,000	–20,368,000	–20,368,000
Drug-abuse research and training	53,644,000	–1,403,000	–1,403,000	–1,403,000
Alcoholism research and training	28,072,000	–914,000	–914,000	–914,000
Health Resources Administration				
Health-professions education, total	505,532,000	–251,742,000	–180,934,000	–152,854,000
Institutional assistance				
Enrollment-based grants	65,428,000	–65,428,000	–65,428,000	–65,428,000
Start-up assistance	1,790,000	–1,790,000	0	–1,790,000
National Health Service Corps scholarships	79,500,000	–16,100,000	–16,100,000	–16,100,000
Health-professions student loans	16,500,000	–16,500,000	0	–8,250,000
Dental-health education	8,050,000	–6,950,000	–4,925,000	–6,450,000
Public-health and health-administration training	23,450,000	–16,450,000	–6,700,000	–8,175,000
Allied health	6,700,000	–5,700,000	–5,700,000	–5,700,000
Primary care/family-medicine training	55,950,000	–22,000,000	–9,500,000	0
Emergency medical training	3,000,000	–3,000,000	–3,000,000	–3,000,000
Improvement and development	8,500,000	–8,500,000	–8,500,000	–4,250,000
Nursing programs				
Enrollment-based grants	24,000,000	–24,000,000	–14,000,000	–14,000,000
Advanced nurses' training	12,000,000	–11,243,000	–3,000,000	0
Nurse practitioner	13,000,000	–3,000,000	–3,000,000	0
Special projects	15,000,000	–3,000,000	–3,000,000	–3,000,000
Traineeships	13,000,000	–13,000,000	–3,000,000	0
Scholarships	9,000,000	–9,000,000	–9,000,000	0
National Institutes of Health				
Cancer Institute	1,001,330,000	–25,386,000	–7,730,000	–14,264,000
Heart, Lung, and Blood Institute	560,264,000	–23,868,000	–10,131,000	–11,325,000
Institute of Dental Research	71,206,000	–1,985,000	0	–347,000
Institute of Arthritis, Metabolism, and Digestive Diseases	371,993,000	–11,179,000	–2,316,000	–3,237,000
Institute of Neurological Disorders and Stroke	253,838,000	–6,484,000	–2,456,000	–1,791,000
Institute of Allergy and Infectious Diseases	232,355,000	–3,884,000	0	0
Institute of General Medical Sciences	335,676,000	–21,050,000	–2,757,000	–1,720,000
Institute of Child Health and Human Development	223,565,000	–7,748,000	–3,335,000	–3,360,000
Institute on Aging	76,091,000	–2,213,000	–598,000	–659,000
Eye Institute	120,254,000	–4,696,000	–2,619,000	–2,381,000
Institute of Environmental Health	97,269,000	–6,056,000	–3,455,000	–4,056,000
Research Resources	184,439,000	–10,745,000	–8,623,000	–10,561,000
Library of Medicine	44,730,000	–341,000	0	–341,000
Total N.I.H.	3,604,697,000	–125,995,000	–44,020,000	–54,902,000
OTHER AGENCIES				
Action, VISTA	36,850,000	–1,750,000	–1,750,000	–3,207,000
Veterans' education and training	2,039,808,000	+217,500,000	+217,500,000	+217,000,000
National Science Foundation, total	1,095,990,000	–82,000,000	–64,000,000	–53,500,000
Research	1,009,000,000	–66,000,000	–54,000,000	–37,500,000
Science and enginseering education	80,700,000	–16,000,000	–10,000,000	–16,000,000

* Includes $258,000,000 to cover deficit in previous year.

Pell Grants *Continued from Page 1*

more austere budget, introduced by Representatives Phil Gramm, Democrat of Texas, and Delbert L. Latta, Republican of Ohio, that included most of President Reagan's proposed spending cuts.

The Gramm-Latta budget would require the House Education and Labor Committee to change the programs under its jurisdiction to save $12.7-billion next year—compared with the $2-billion saving that would have been required under the Democratic measure that was rejected.

Although it will be up to Congressional appropriations committees to set exact spending levels for individual programs, the House-passed budget resolution set an overall limit of $24.6-billion for education, training, and other social services.

The Senate last week approved its version of the fiscal 1982 budget resolution, S Con Res 19, which also closely follows the Administration's spending plan and would set a $26.8-billion spending target for education, training, and social-service programs. During debate, the Senate rejected, 76 to 22, an amendment by Sen. Bill Bradley, Democrat of New Jersey, to raise the spending target by a total of $1-billion for elementary and secondary education, student loans and other college aid, science programs, and job training.

The House's rejection of the more generous spending plan drafted by its Budget Committee meant that, despite intensive lobbying by higher-education groups, the final spending targets worked out by a House-Senate conference committee for college-aid programs would closely follow President Reagan's proposals.

Vote for Cut in Pell Grants

The more immediate blow to higher-education interests, however, was the Senate subcommittee's action on the rescission bill for spending in the current fiscal year.

The appropriations subcommittee, chaired by Sen. Harrison Schmitt, Republican of New Mexico, voted to cut Pell Grants by $100 this fall because it did not want to approve the Reagan Administration's request for an additional $661-million to cover unexpected increases in the cost of the program.

The cut allowed the panel to reduce the Administration's $661-million supplemental appropriations request by $270-million.

Even though Congress has agreed to the major elements of the White House plan to save $636-million in Pell Grant spending this year, Administration officials say an additional $661-million is needed to provide grants this fall of up to $1,750—$50 less than was available in academic 1979-80.

Senator Schmitt said that by reducing the maximum Pell Grant available in the fall to $1,650, Congress could make a cut in overall spending that "looks large but for individuals is relatively modest."

"One hundred dollars spread over a full school year is something that any individual in the program—who must have other sources of income to be going to school at all—can sustain," he said.

Cut in Loan Funds Rejected

Students could find the extra money, Mr. Schmitt contended, by working more hours, receiving more support from their families, or by "giving up a few packs of cigarettes a week."

The Senate appropriations panel refused to approve the Administration's proposed $103-million cut in funds for Guaranteed Student Loans, because Congress had not yet enacted legislation that would make the changes needed to reduce the cost of the program.

However, if the loan program is not changed, Senator Schmitt said, Congress will have to provide an additional $750-million later this year—a supplemental appropriation that Mr. Schmitt termed "unacceptable."

For the National Direct Student Loan program, the Senate panel approved a provision that would revise the distribution of federal funds for the loans in academic 1981-82.

The change was proposed by Sen. Warren Rudman, Republican of New Hampshire, to address problems that have developed as a result of Congress's decision to provide $100-million less this year than last for direct loans.

Uneven Distribution

Because of restrictions built into the formula for allocating federal loan money, the $100-million cut was distributed unevenly among the states when the Education Department made tentative allocations of direct-loan funds this spring for academic 1981-82. Some states were allotted as much as 70 per cent of the amount they received last year, while others were given only 30 per cent of their 1980-81 allotment.

Saying that Congress should "distribute the hardship equally," Senator Rudman won agreement on an amendment that would require loan money for the fall to be reallocated so that each state would receive a comparable reduction below last year's levels.

College lobbyists said they would urge legislators to drop the Rudman amendment when the measure goes to the full Appropriations Committee. They said the reallocation of loan funds would cause serious problems for students and campus aid officers, who already have begun planning financial-aid packages for the fall based on the amount of loan money they were told earlier they would receive.

In other college-aid programs, the Senate appropriations panel agreed to the Administration's proposals to wipe out funds appropriated for several small programs—including college-housing loans and aid to states for continuing education and postsecondary planning. The House Appropriations Committee had rejected the proposals in its version of the fiscal 1981 rescission measure.

Aid to Developing Institutions

Although the Administration had proposed no reductions in funds for grants to developing institutions, the Senate panel voted to cut $30-million from the $120-million appropriated for the program.

"There is considerable evidence that this program has been plagued by mismanagement," Senator Schmitt said in proposing the cut in grants to developing colleges. "There is little to demonstrate that there has been marked improvement."

Making other unexpected cuts, Mr. Schmitt's panel voted to eliminate grants for college libraries and to trim spending for two programs designed to aid disadvantaged students—the so-called Trio programs—and for fellowships for graduate and professional students. The President had not requested the rescissions.

In other actions on 1981 rescissions, another Senate appropriations subcommittee, which handles funds for a variety of independent agencies, refused to go along with the Administration's proposal to cut $66-million of the $1-billion appropriated for research programs in the National Science Foundation. It voted to cut only $37.5-million, refusing to approve rescissions for research in the areas of biological and behavioral sciences, technological and international affairs, and interdisciplinary programs.

The panel agreed to provide an additional $217-million that the Administration said was needed this year for veterans' education benefits.

The spending measures drafted by Senate appropriations subcommittees will be considered as a package by the full Appropriations Committee later this month.

NOTE

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CONGRESSIONAL INFORMATION
7101 WISCONSIN AV/NW
WASHINGTON D C 20014

ISSN 0009-5982

CHRONICLE
of Higher Education

May 26, 1981 • *$1.25*
Volume XXII, Number 14

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Economic adversity may tempt more colleges to try cooperative education. Story on Page 3.

Postdoctoral researchers have trouble finding faculty jobs, a National Research Council study finds. Story on Page 4.

The Ford Foundation has announced more staff cuts under its reorganization plan. Story on Page 6.

Goddard College has sold part of its campus and some continuing-education programs in a bid to survive. Story on Page 8.

Few women will reach top positions in medical school in the near future, a study finds. Story on Page 8.

Nursing schools need federal support to provide advanced training, educators have told a new federally sponsored commission. Story on Page 8.

A resolution that would affect Pell Grants and Guaranteed Student Loans was under consideration by Congress last week. Story on Page 9.

Ohio must desegregate predominantly black Central State University or face loss of federal assistance. Story on Page 9.

Banks are reluctant to make federally guaranteed loans to parents, a recent study of the new loan program reveals. Story on Page 10.

Debate over discoveries of "manlike creatures more primitive than *homo sapiens*" is rekindled in two new books on paleoanthropology. Story on Page 15.

Parents need not pay for education leading to a child's second career, a West German court has ruled. Story on Page 13.

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Study Shows Gifts to Nonprofits Must Rise 144 Pct. in 5 Years to Offset Cuts, Inflation

By Jack Magarrell

WASHINGTON

A 44-per-cent increase in private giving to nonprofit organizations would be needed to offset budget reductions proposed by the Reagan Administration and to keep up with inflation from 1980 through 1984, the Urban Institute estimates.

In the previous five years, such giving increased by only 38 per cent.

The institute's analysis indicated that the Reagan budget for fiscal 1982 would give colleges, universities, and other nonprofit organizations $4.8-billion less than the Carter Administration's budget for the same year.

The reductions would increase to $9.8-billion in fiscal 1983 and $12.7-billion in fiscal 1984, the institute's report says.

For education alone, the cuts are estimated at $700-million in fiscal 1982 and a total of $5-billion in fiscal years 1981 through 1984.

Private support of education would have to increase by 18 per cent in fiscal 1982 alone to replace funds cut by the Reagan Administration, according to the report.

The following table lists the estimated losses in federal funds to private, nonprofit organizations over the four-year period, 1981-84, showing the amount of reduction and percentage change from the Carter Administration's budget for fiscal 1982:

	Amount (billions)	Change
Education	−$ 5.0	−18.4%
Social welfare	− 18.0	−50.3%
Health	− 3.1	− 2.2%
Income assistance	− 0.4	−17.4%
International	− 0.3	−19.7%
Arts	− 0.3	−47.9%
Environment	− 0.1	−75.0%
Total	−$ 27.2	−13.1%

The Urban Institute, a private, nonprofit research organization here, analyzed the Reagan budget proposals in terms of their effect on nonprofit organizations and philanthropy. The study was sponsored by Independent Sector, a group whose members include philanthropic foundations as well as nonprofit organizations that depend on philanthropic support; the "501(c)(3) Group," an informal body representing organizations eligible for tax-deductible gifts under section 501(c)(3) of the Internal Revenue Code; and the National Society of Fund-Raising Executives.

Lester M. Salamon, director of the Urban Institute's public-management research program, emphasized that the study had made no attempt to judge the merits of the Reagan Administration's budget proposals. In estimating the impact of those proposals on nonprofit organizations, he said, it was assumed that the budget would be adopted and that the rate of inflation would follow the Administration's estimates.

The report does not attempt to assess the loss of local and state support prompt-

Continued on Page 6, Column 1

Supreme Court to Hear Princeton Case in Major Test of Private-College Rights

By Lorenzo Middleton

WASHINGTON

The Supreme Court has agreed to consider a case that began with a $25 fine for trespassing at Princeton University and now is being argued as a major test of the First Amendment rights of private colleges and universities.

The Court announced last week that it would hear arguments in Princeton's appeal of a decision by the New Jersey Supreme Court, which overturned the trespassing conviction of a U.S. Labor Party activist.

In its decision last November, the New Jersey court ruled that the 1978 arrest of Chris Schmid—for distributing political leaflets without permission on Princeton's campus—was a violation of the freedom-of-speech provisions of the state constitution.

Arguing that the decision to restrict access to the campus by outside political groups is a matter of "educational philosophy," Princeton's lawyers said the state court's ruling had overlooked the university's rights of academic freedom protected by the First Amendment to the U.S. Constitution.

A private university "may educate its students with the purpose of indoctrination in virtually any set of beliefs it espouses—popular or unpopular, reasonable or unreasonable," the lawyers said in their petition to the Supreme Court.

While Princeton has chosen to expose its students to "widely differing and conflicting viewpoints," they argued, "the choice to create a liberal educational atmosphere, the choice to espouse a particular cause or doctrine, even the choice not to espouse particular views," all are protected by the Constitution from state interference.

Two educational organizations have entered the case as "friends of the court" on Princeton's behalf, arguing that the

Continued on Page 11, Column 1

Other Colleges Raiding U. of Washington Faculty as Pay Assumes More Importance than 'Livability'

By Barry Mitzman

SEATTLE

They call it the Mount Rainier Factor. Apparently no one has ever computed it precisely, but most faculty members at the University of Washington seem to agree that it exists.

It's the amount of salary a faculty member will sacrifice in order to live in this part of the country—amid the Pacific Northwest's famed waters and forests, with a view of Mount Rainier.

Faculty salaries at the university have traditionally lagged behind those at comparable institutions. But now, according to university officials, professors are no longer satisfied with enjoying Seattle's vaunted "livability" in lieu of higher pay.

The officials have expressed alarm over a recent jump in the number of faculty members receiving and accepting more lucrative job offers elsewhere.

"The University of Washington has been identified as a place to raid," according to Steven G. Olswang, assistant provost for academic affairs.

Forty-five faculty members have reported receiving outside job offers since last fall, he said—offers that include salary increases averaging almost $20,000 a year. Thus far, about 25 professors have said they plan to leave for positions elsewhere in 1981-82.

In contrast, in the previous two years, a total of 27 competitive offers were reported and only 11 were accepted, Mr. Olswang said.

While the number of departing professors represents only about 1 per cent of the university's 2,400 full-time faculty members, those accepting the offers are

Continued on Page 4, Column 1

For More Young Scientists the Question Is, Is There a Career After the Postdoctorate?

WASHINGTON

The number of young scientists and engineers receiving appointments for postdoctoral research has been increasing much faster than the number of regular faculty members in recent years, but there is concern about what happens to them when their appointments end.

A committee of the National Research Council has concluded that there is a "mismatch between the important role that postdoctorals play in the nation's research enterprise and the lack of opportunities that they find for subsequent careers in research."

Between 1973 and 1979, the committee said in a report, the number of people with postdoctoral appointments in science and engineering increased at an annual rate of 7.6 per cent—more than twice the rate of growth in the number of faculty positions. In the biological sciences the number more than doubled in those six years.

A postdoctoral appointment usually provides two years of continued education or experience in research after the recipient receives a doctor-of-philosophy degree. The appointee's work usually is under the supervision of a senior researcher. Government and industrial laboratories, as well as universities, offer postdoctoral appointments.

The National Research Council study did not include residency programs in the health professions.

Postdoctoral researchers make up only 4 per cent of the total Ph.D. labor force—those employed or seeking employment—in the sciences and engineering, the report said, but they "play a vital role in academic research."

The report quoted the chairman of a chemistry department on that point:

"Effect is out of proportion to their numbers. They are often the only people who are dedicated to research, as they often have no other competing duties and as they also are in that magic period of having the necessary background to make them mature enough, but are not yet stultified or overburdened. . . .

"We firmly believe that the biggest *single* factor making the very leading departments what they are is not their superior staff, students, or equipment, but the quality of the postdoctoral transients."

The chemistry chairman's high opinion is not reflected in the academic community as a whole, according to the report. In general, the committee found, a postdoctoral researcher doesn't have much status and is pessimistic about the chances of finding a faculty position after the term of his or her appointment.

About 30 per cent of the postdoctoral researchers surveyed had stayed on longer than originally planned because faculty jobs were not available.

With faculty openings expected to decline in some fields, researchers with postdoctoral appointments may be developing skills that they will have no opportunity to use, the committee found.

"As the prospects for faculty positions in major resarch universities diminish along with reduced graduate enrollments, we may expect to find fewer of the most promising young investigators following the postdoctoral path to careers in research," the report said.

Low pay is a further deterrent, it added.

In 1979, the average annual stipend was $12,000, less than 60 per cent of the average salary paid to young faculty members in the same fields, the survey found.

The availability of higher-paying jobs in academe, in government, and in industry for members of minority groups with Ph.D.'s in science and engineering has reduced the number of minority-group members among postdoctoral appointees, the report said.

The committee recommended that the federal government pay for the establishment of 300 postdoctoral fellowships in science and engineering, including 50 reserved for minority-group members.

The proposed fellowships would provide "modest funding for innovative research" and two-year stipends that would be competitive with starting academic salaries, the committee report said.

The report was prepared for the National Science Foundation by the National Research Council's commission on human resources. The council is the research agency for the National Academy of Sciences and the National Academy of Engineering.

Copies of the 412-page report, *Postdoctoral Appointments and Disappointments*, are available for $15.75 each from the National Academy Press, 2101 Constitution Avenue, N.W., Washington 20418.

—JACK MAGARRELL

FACT-FILE

Patterns of Postdoctoral Research

	Mathematics	Physics	Chemistry	Earth sciences	Engineering	Agricultural sciences	Biological sciences	Psychology	Social sciences	All fields
Recent Ph.D. recipients taking postdoctoral appointments	15%	50%	48%	34%	13%	16%	58%	16%	9%	29%
Assistant professors, recently hired in major universities, who had held postdoctoral appointments	44%	82%	88%	51%	29%	23%	73%	34%	13%	59%
People holding postdoctoral appointments longer than two years	28%	48%	37%	7%	26%	48%	50%	14%	16%	39%
People with postdoctoral appointments prolonging them because other jobs were not available	19%	36%	38%	6%	24%	43%	28%	14%	9%	29%
People with Ph.D.'s employed in nonacademic jobs	33%	48%	61%	61%	69%	43%	32%	51%	24%	46%
Postdoctoral researchers supported by federal fellowships or traineeships	11%	12%	14%	12%	17%	4%	40%	37%	28%	29%
Average annual postdoctoral stipend as proportion of average salary of full-time academic employees who received Ph.D. degrees at the same time	96%	80%	67%	79%	66%	60%	57%	55%	54%	59%
Proportion of total research personnel in major research universities who hold postdoctoral appointments	3%	8%	14%	4%	2%	1%	18%	5%	3%	8%
Proportion of people with postdoctoral appointments in U.S. universities who are not U.S. citizens	47%	34%	47%	35%	69%	41%	32%	19%	27%	38%

SOURCE: NATIONAL RESEARCH COUNCIL

'Livability' *Continued from Page 1*

among the university's best teachers and most accomplished scholars, said Provost George M. Beckmann.

"If this is the beginning of a trend, it is very disturbing," he added.

Three faculty members say they have been offered raises of $35,000 each, and 10 have reported offers involving increases of more than $20,000, Mr. Beckmann said.

The job offers have been concentrated in such areas as business, engineering, nursing, and medicine, where qualified faculty members are scarce or where professors possess highly valued skills.

Offers to 11 of 98

Mr. Olswang said that 11 of the university's 98 full-time faculty members in business had had offers to move this year. One business professor has been wooed away by an offer of $18,000 more a year and a private secretary, he said.

University officials also report that it has become increasingly difficult to recruit new senior faculty members, department heads, and deans to replace those leaving.

Faculty pay at the university is above average for state universities, according to studies by the Washington Council for Postsecondary Education, but salaries trail those at five of the seven state universities with which Washington is usually compared.

Its average salaries are lower than those at the Universities of California, Illinois, Michigan, Minnesota, and Wisconsin, and higher than those at the Universities of Indiana and Oregon.

The salaries are now about 24 per cent below the seven-institution average, the council's studies indicate.

Salary and fringe benefits at Washington average $33,680 a year for full professors, $23,727 for associate professors, and $19,298 for assistant professors.

The university's outcry over the loss of senior faculty members was timed to coincide with recent deliberations in the state legislature over faculty salary increases. Gov. John Spellman had proposed increases of 8 per cent for 1981-82 and 9 per cent for 1982-83. The legislature adopted raises of 7.2 per cent and 7 per cent for those two years.

Mr. Beckmann described the governor's proposal as "inadequate," and anything less than that as "suicidal."

University officials have also expressed concern over the pay of teaching assistants. The 7-per-cent increase for next year will apply to them, but they will also face the higher tuition fees approved by the legislature.

Next Year 'the Cellar'

In a comparison of salaries for teaching assistants at 70 institutions, Washington ranked sixty-ninth this year.

Next year it is "destined for the cellar," said Mickey Schurr, a professor of chemistry.

"It becomes questionable whether we should even admit to our graduate school anyone who is so unwise as to accept one of our inadequate T.A. appointments, when he or she could fare so much better elsewhere," Mr. Schurr said.

To lessen some of the pressure, faculty members at the university have voted to give teaching assistants a small percentage of the merit-pay increases approved for full-time faculty members.

Enrollment of Black Students Levels Off at 1 Million

WASHINGTON

The enrollment of black students in colleges and universities has leveled off after dramatic gains in the late 1960's and early 1970's, the U.S. Census Bureau reported last week.

After climbing from 274,000 in 1965 to 1.1 million in 1977, black-student enrollment hovered at about 1 million in 1980, according to estimates released by the bureau.

In the first half of the 1970's, black enrollment increased at a faster rate than that of the rest of the population, the report says.

Since 1976, it adds, the proportion of black college students (about 10 per cent) has been at least equal to that of blacks eligible to go to college. Black students, however, continue to graduate from high school at a lower rate than whites.

The number of college students of Spanish origin increased from 242,000 in 1972 (the first year for which statistics are available) to 443,000 in 1980, the report says. The number of white students increased during the same period from 7.5 million to 8.9 million.

The report, *School Enrollment—Social and Economic Characteristics of Students: October 1980*, comes on the heels of a similar report released by the bureau last month, which was based on a 1979 survey.

The 1980 survey confirms earlier reports that the growth in part-time student enrollment during the 1970's far outstripped the increase in enrollment of full-time students. Thirty per cent of the country's 10.2 million college students were attending college part time in 1980, compared with 27 per cent of 9.7 million in 1975 and 22 per cent of 7.4 million in 1970.

The proportion of black students going to college full time declined from 77 per cent in 1976 to 72 per cent in 1980, the report shows. In the same period, the proportion of white students going to college full time declined from 71 per cent to 70 per cent, and the proportion of Hispanic students enrolled full time went down from 70 per cent to 66 per cent.

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Foundation Picks 21 'Prize Fellows' for Stipends of More than $100,000

CHICAGO

Twenty-one people were named last week to receive five-year stipends—ranging from $24,000 to $60,000 a year—from the two-year-old John D. and Catherine T. MacArthur Foundation, one of the wealthiest in the country.

No requirements are attached to the grants, which were awarded on the basis of nominations from 100 educators, scientists, and artists on the foundation's search committee. The committee, whose members will remain anonymous, is to name 29 more recipients later this year.

Norton Kay, a spokesman for the foundation, said its intent was to free the recipients from financial worries and time-consuming obligations, such as teaching, so that they could devote more energy—and money, if necessary—to their creative work "and possibly make some significant contributions to society."

The foundation accepts nominations only from members of the search committee, Mr. Kay said. Whether new stipends will be awarded in future years will be decided after the foundation reviews the success of this year's program, he said.

The foundation determined the amount of each grant by the age of the recipient, with the oldest receiving the largest stipend, $60,000.

Many of the 21 "prize fellows," as the foundation calls the recipients, are already well known for their achievements. Four have received Pulitzer Prizes: Robert Coles, for a study of problems faced by ethnic children; James A. McPherson, for fiction; Robert Penn Warren, for poetry and fiction; and Carl E. Schorske, this year for *Fin de Siècle Vienna: Politics and Culture*.

The 21 fellows are:

A. R. Ammons, 55, a poet and professor at Cornell University.

Joseph Brodsky, 41, a poet and visiting professor at three colleges; New York.

Gregory V. Chudnovsky, 29, a mathematician and logician; New York.

Robert Coles, 51, a child psychiatrist; Concord, Mass.

Shelly Errington, 36, assistant professor of anthropology at the University of California at Santa Cruz.

Henry Louis Gates, Jr., 30, assistant professor of English and director of undergraduate studies on Afro-American matters at Yale University.

Michael T. Ghiselin, 42, research professor of biology at the University of Utah.

Stephen Jay Gould, 39, professor of geology at Harvard University.

Ian Graham, 57, an archaeologist; Cambridge, Mass.

John Imbrie, 55, a specialist in oceanography, climatology, and paleontology, teaches at Brown University and the University of Rhode Island and is visiting lecturer at Columbia University; Seekonk, Mass.

Elma Lewis, 59, director of the Elma Lewis School of Fine Arts and the National Center of Afro-American Artists; Boston.

James A. McPherson, 37, a fiction writer; Charlottesville, Va.

Roy Mottahedeh, 40, professor of Islamic history and Near Eastern languages at Princeton University.

Douglas D. Osheroff, 35, a physicist with Bell Laboratories; Bridgewater, N.J.

Robert S. Root-Bernstein, 27, a biochemist and fellow at the Salk Institute; La Jolla, Cal.

Lawrence Rosen, 39, teaches science at Princeton University and law at Columbia University; Princeton, N.J.

Carl E. Schorske, 66, retired professor of modern European history at Princeton University; Princeton, N.J.

Leslie Marmon Silko, 33, assistant professor of English at the University of Arizona.

Derek A. Walcott, 51, a poet, playwright, and lyricist; Diego Martin, Trinidad.

Robert Penn Warren, 76, a poet and fiction writer; Fairfield, Conn.

Steven Wolfram, 21, a physicist and researcher at the California Institute of Technology.

Ford Foundation to Drop 30 More Staff Members

NEW YORK

The Ford Foundation, which has cut its staff in half in the past six years, now has notified about 30 more staff members that their contracts will not be renewed.

In most cases, the contracts expire September 30, but with few exceptions they will be extended for several months so the people will not actually leave the payroll until sometime in 1982, a spokesman said.

With the departure of those employees, the foundation's professional and support staff in this country and abroad will drop to 667, compared with a total of 1,410 on October 1, 1974, the official said.

Although the foundation declined to list the staff members affected, the official said only a few were officers dealing with programs in education.

The latest staff reduction is, in part, a continuation of a general retrenchment that began after stock-market losses in fiscal 1974 reduced the foundation's assets from $3-billion to $1.7-billion. The market value of the foundation's investments as of last September 30 was about $2.6-billion.

The staff reduction also reflects the foundation's internal reorganization, announced last month by Franklin A. Thomas, who became president two years ago.

Under the reorganization, a single program division is replacing three—the national affairs, education and public policy, and international divisions.

Mr. Thomas earlier had merged three units—education and research, office of the arts, and office of resources and the environment—into the education and public policy division.

The foundation is reducing the number of its offices overseas and reducing the use of its own staff members in the operation of programs, Mr. Thomas said in announcing reorganization decisions last month.

While trimming staff expenses, officials said, the foundation plans to increase its spending on programs by at least 15 per cent in the year starting October 1.—J.M.

Woodruff Fund's $105-Million Gift to Emory U. Tops List of Major Donations to U.S. Colleges and Universities in 1980

Following is a list of the largest gifts to colleges and universities in 1980, as tabulated by the American Association of Fund-Raising Counsel:

$105-million

Emory University, from the Emily & Ernest Woodruff Fund.

$20-million

College of Notre Dame of Maryland, from Henry J. Knott.

$18-million

Buena Vista College, from an anonymous donor.

$14.5-million

University of Chicago, from Bernard Mitchell.

$12-million

Texas Wesleyan University, from Mr. and Mrs. James L. West.

$10-million

Dartmouth College, from Robert Maxwell.

Duke University, from John Brooks Fuqua.

$7-million

University of Notre Dame, from Frank J. Pasquerilla.

$5.5-million

Washington University, from the McDonnell Aerospace Foundation.

$5.2-million

University of Florida, from the Goodhill Foundation.

University of North Dakota, from W. Kenneth Hyslop.

$5-million

Princeton University, from Riyadh University.

Princeton University, from Laurance S. Rockefeller.

Rockefeller University, from the Vincent Astor Foundation.

Texas A&M University, from Walter W. Lechner.

$4.8-million

Johns Hopkins University, from the Olin Foundation.

$4.7-million

University of Southern California, from George Lucas.

$4.5-million

University of Alabama at Birmingham, from the Lurleen B. Wallace Memorial Foundation.

Wake Forest University, from the Z. Smith Reynolds Foundation.

$4-million

University of Nebraska, from Dr. and Mrs. John M. Christlieb.

Washington and Jefferson College, from the Olin Foundation.

$3.7-million

Dartmouth College, from relatives of Nelson A. Rockefeller.

$3.5-million

University of Kansas, from Ralph and Barbara Weir.

University of Pennsylvania, from the Glenmede Trust.

$3.3-million

Washington University, from Ellen and Henrik Valle.

$3.1-million

University of Texas, from the Robert A. Welch Foundation.

$3-million

Case Western Reserve University, from the Weatherhead Foundation.

University of Minnesota, from Honeywell, Inc.

Swarthmore College, from Harold and Esther Mertz.

$2.5-million

Cornell University, from Dudley N. Schoales.

Dartmouth College, from Nelson Rockefeller's friends and classmates.

University of Tampa, from trustees and friends of the university.

$2.3-million

West Virginia University, from Arlen G. Swiger.

$2-million

Austin College, from the Brown Foundation.

University of Florida, from Ned Carmichael and Susan Carmichael McIntosh.

University of Illinois, from Charles Walgren, Jr.

Loyola University of Chicago, from the John L. and Helen Kellogg Foundation.

University of Minnesota, from the Control Data Corporation.

University of New Hampshire, from William Rosenbert.

University of North Carolina, from Thomas J. Dark.

North Central College, from an anonymous donor.

Southwestern at Memphis, from Mrs. Boyce A. Gooch.

Stanford University, from the Koret Foundation.

Westminster College (Mo.), from T. Cecil Whitmarsh.

Nonprofits Said to Need Sharp Increase in Gifts *Continued from Page 1*

ed by reductions in federal funds received by local and state governments.

While federal support of nonprofit organizations is expected to decline, said Brian O'Connell, president of Independent Sector, the demand for services from those organizations can be expected to increase because of reductions in federal services.

He said private philanthropic and voluntary groups could not be expected to bridge the gap created by the proposed reductions in federal funds.

"Unless immediate steps are taken to stimulate giving," he said, those organizations "will not even be able to come close to covering the direct losses to the voluntary institutions themselves."

Independent Sector is supporting legislation to increase charitable gifts from individuals by allowing people who take the standard deduction on their federal income tax to receive an additional deduction for such gifts.

The charitable-gift legislation would stimulate an additional $6-million a year in individual giving, Mr. O'Connell said.

Donations from individuals account for 90 per cent of all philanthropic giving, he said, and individuals represent the best hope of increased voluntary support.

Corporate gifts, which account for only 5 per cent of all philanthropic donations, cannot be expected to increase substantially in the next few years, he said, and support from foundations is expected to decline.

In a separate report, John J. Schwartz, president of the American Association of Fund-Raising Counsel, said assets of the foundations were "steadily diminishing."

He cited a survey by the Council on Foundations that found the value of the total assets of 800 such organizations had declined by 13 per cent from 1977 to 1979.

Although corporations' support for higher education increased by 25 per cent in 1980, their gifts to charitable institutions of all kinds increased by only 4 per cent.

Even if the overall increase in corporate giving had been 15 per cent, Mr. Schwartz said, "it would only provide an additional $380-million a year—a drop in the bucket."

The American Association of Fund-Raising Counsel estimates in its annual report that total charitable giving during 1980 was $47.7-billion, an increase of 10.2 per cent over 1979. It was the second consecutive year, the association noted, in which the rate of increase in giving fell short of the inflation rate.

The record of voluntary support for higher education was better than that of philanthropy as a whole last year. The Council for Financial Aid to Education said giving for higher education in fiscal 1980 rose 17.6 per cent from the previous year's total, led by a 25-per-cent increase in corporate giving. (*The Chronicle*, May 18).

Gifts for higher education from all sources were estimated by the council at $3.8-billion. That amounted to 6.4 per cent of the total budgets of colleges and universities.

The Urban Institute report, *The Federal Government and the Nonprofit Sector: Implications of the Reagan Budget Proposals*, was written by Mr. Salamon and Alan J. Abramson. Copies are available for $6 each from Independent Sector, 1828 L Street, N.W., Washington 20036.

How Alumni Responded to Annual Fund Drives

	1978-79		1979-80	
	Per cent who gave	Average gift	Per cent who gave	Average gift
Private four-year institutions	22.3%	$105.01	23.4%	$111.51
Private universities	21.8%	126.13	23.7%	134.32
Private men's colleges	33.1%	121.93	35.0%	119.94
Private women's colleges	33.2%	109.72	31.6%	125.04
Private coeducational colleges	21.6%	83.76	22.4%	87.29
Professional and specialized schools	16.2%	84.64	18.2%	92.58
Four-year public institutions	12.9%	80.19	12.2%	72.98
Two-year institutions	10.1%	61.72	8.6%	55.84
Total	**17.9%**	**$ 96.60**	**18.1%**	**$ 99.25**

SOURCE: COUNCIL FOR FINANCIAL AID TO EDUCATION

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CH 7E04MS1M1C149SAMPLE P XE
CONGRESSIONAL INFORMATION
7101 WISCONSIN AV/NW
WASHINGTON D C 20014

CHRONICLE
of Higher Education

ISSN 0009-5982

June 1, 1981 • $1.25
Volume XXII, Number 15

News Summary

Articles on inside pages

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Women who graduated from Wilson College last week (above), helped save the institution after the trustees voted to close it. Story on Page 3.

Membership in the Association for Intercollegiate Athletics for Women has dropped, following decisions by men's sports groups to hold women's championships. Story on Page 2.

Oral Roberts University may sue the American Bar Association over its refusal to accredit the institution's law school. Story on Page 4.

Relief and skepticism have greeted the naming of the physicist George A. Keyworth, II, as the Presidential science adviser. Story on Page 9.

Libyan students who "peacefully" pursue their studies will not be affected by the expulsion of Libyan diplomats from the U.S. Story on Page 9.

The Center for the Book in the Library of Congress aims "to keep the book flourishing." Story on Page 13..

Celebrations marking South Africa's twentieth anniversary as a republic have sparked protests on university campuses. Story on Page 11.

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U.S. Urged to Halt a 'Serious Decline' in Aid for Foreign Exchange Programs

By Lorenzo Middleton

NASHVILLE

The federal government was urged last week to reverse a "serious decline" in support for international educational and cultural exchange programs.

Government-sponsored programs for sending U.S. scholars abroad and for supporting foreign scholars in this country have been eaten away by inflation and budget cuts for more than a decade, and there are now only 60 per cent as many such exchanges as there were in 1965, according to a statement released here by a coalition of 16 education organizations.

The International Educational Exchange Liaison Group issued the statement during a meeting of the National Association for Foreign Student Affairs.

'Arsenal of Ideas'

Exchange programs help increase the American "arsenal of ideas" and are as important to American security and influence abroad as defense spending, the group said. But it noted that this country provided much less support to such programs than either its friends or enemies did.

The members of the group believe, the statement said, that "all the weapons in our arsenal will be insignificant if we continue to underinvest in the nonmilitary aspects of our defense . . . which correct distorted images of America in the minds of men and women throughout much of the world."

According to a 1979 report by the General Accounting Office cited in the statement, both France and the Soviet Union spend more than the United States for international communication, cultural, and educational programs, while West Germany spends almost as much.

The Soviet Union spends about $2-billion—about four times the U.S. investment—for such programs, the statement said.

"We have never had a strong national commitment to cultural programs of this kind," said John F. Reichard, executive vice-president of the foreign-student association and chairman of the liaison group.

He said the federal government's largest exchange effort—the Fulbright program, which has sent 45,000 Americans to foreign countries and brought 85,000 foreign students, teachers, and researchers to the U.S.—had become largely "symbolic." The number of U.S.-sponsored Fulbright scholars has decreased, and the cost to those countries that contribute to the program is rising, he said.

Falling Behind Cuba

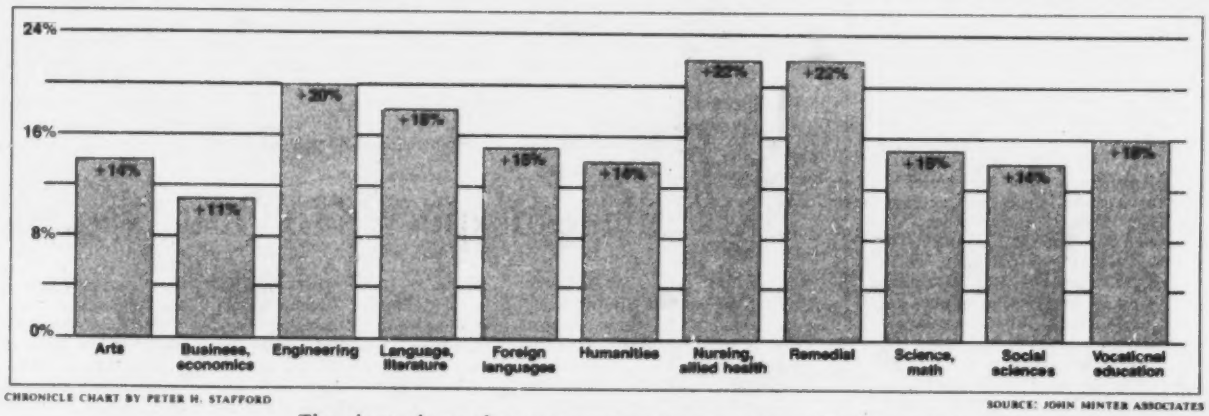
The United States is falling far behind such rivals as Cuba in supporting exchange programs with third-world countries, the group said.

"Cuban teachers and advisers continue to inundate selected third-world nations," the statement said.

It pointed out that between 1968 and 1977 the opportunities for African students to study in the U.S. had diminished by one-third. In 1978, the statement said, the

Continued on Page 8, Column 4

Colleges Offered 15 Pct. More Courses This Year, Survey Finds; Remedial Classes Increase 22 Pct.



CHRONICLE CHART BY PETER H. STAFFORD

SOURCE: JOHN MINTER ASSOCIATES

The chart above shows percentage increases in college courses in major academic areas between fall, 1979, and fall, 1980. Detailed data on changes in course offerings appear on Pages 7 and 8.

By Jack Magarrell

The number of courses offered by colleges and universities has increased by an estimated 15 per cent in the past year, a Chronicle Survey has found.

Among the largest increases were course offerings in nursing and allied health fields, up 22 per cent, and engineering, up 20 per cent. Remedial courses were up 22 per cent.

Over all, the number of courses grew faster than the number of students. The Chronicle Survey estimated last fall that total enrollment was up 3.8 per cent over the total for fall, 1979. A survey by the federal government's National Center for Education Statistics estimated the enrollment increase at 3.2 per cent.

The survey of course offerings was designed and conducted for *The Chronicle* by John Minter Associates of Boulder, Colo., a research organization specializing in higher-education studies.

Lists of courses taught in the fall of 1979 and the fall of 1980 at 370 colleges and universities in a stratified national sample were analzyed in the survey. Graduate as well as undergraduate courses were included. Multiple sections of the same course were not included. Neither were courses offered by medical colleges or the relatively few courses taught by part-time instructors.

The increase in course offerings came at a time when many colleges and universities had been forced to trim their budgets and in some cases reduce the number of courses they offered.

The proliferation of courses may, in part, have been a result of the efforts of some institutions to attract more students by offering a wider choice of courses. New courses also have been designed to appeal to a particular group of students, such as

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CHRONICLE SURVEY

Changes in Course Offerings Fall of 1979 to Fall of 1980

Increase in number of courses, by discipline groups

	Public	Private	Total
Remedial courses			
Basic grammar and writing	21.5%	38.5%	29.7%
Corrective or remedial reading	13.9%	0.0%	6.2%
Remedial mathematics	20.0%	17.4%	18.0%
Other remedial courses	22.6%	66.7%	45.0%
All remedial courses	19.3%	24.6%	22.1%
Arts	17.3%	8.4%	14.1%
Business and economics	8.8%	19.2%	11.4%
Communications	13.4%	13.2%	13.4%
Engineering	19.6%	21.5%	20.0%
Foreign languages	16.7%	12.9%	14.9%
Home economics	8.6%	4.8%	7.8%
Humanities	17.8%	12.2%	14.3%
Language and literature	19.2%	15.9%	18.3%
Nursing and allied health	23.9%	13.3%	22.3%
Physical education	7.5%	21.2%	11.0%
Science and mathematics	17.0%	11.0%	15.1%
Social sciences	16.0%	11.0%	14.2%
Vocational education	15.6%	17.9%	15.8%
Total course offerings	15.4%	13.1%	14.7%

Course offerings, by discipline, as a percentage of all courses offered

	Public colleges and universities								Private colleges and universities									
	All public institutions		Major universities		Comprehensive institutions		2-year colleges		All private institutions *		Major universities		Comprehensive institutions		Selective liberal-arts colleges		Less selective liberal-arts colleges	
	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980
Arts, fine and applied	9.8%	9.9%	11.4%	11.0%	8.5%	10.0%	10.4%	9.7%	11.9%	11.4%	9.5%	9.4%	10.3%	10.2%	13.5%	12.7%	12.3%	11.7%
Applied art	2.6%	2.6%	2.4%	2.0%	1.8%	2.2%	3.2%	3.0%	2.2%	2.1%	1.2%	1.3%	1.8%	1.7%	2.5%	2.3%	2.3%	2.2%
Art	0.5%	0.5%	0.4%	0.3%	0.4%	0.5%	0.6%	0.5%	0.3%	0.3%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.4%	0.3%
Art history	0.5%	0.6%	1.1%	1.0%	0.5%	0.6%	0.4%	0.4%	0.9%	0.9%	1.6%	1.5%	0.7%	0.7%	2.1%	1.9%	0.7%	0.6%
Methods	0.2%	0.2%	0.2%	0.2%	0.3%	0.4%	0.1%	0.1%	0.3%	0.2%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	0.3%	0.3%
Architecture	0.2%	0.2%	1.3%	1.3%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.9%	0.8%	—	—	0.1%	0.1%	—	—
Cinema	0.2%	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.4%	0.4%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%
Dance	0.6%	0.6%	0.7%	0.6%	0.6%	0.8%	0.5%	0.5%	0.4%	0.6%	0.3%	0.3%	0.4%	0.4%	0.6%	0.7%	0.4%	0.5%
Music	3.9%	4.0%	4.0%	4.1%	3.7%	4.2%	3.9%	3.8%	6.1%	5.6%	4.0%	3.8%	5.4%	5.3%	6.3%	5.9%	6.6%	6.0%
Theater	1.1%	1.1%	1.1%	1.2%	0.9%	1.1%	1.3%	1.2%	1.4%	1.4%	1.0%	1.1%	1.3%	1.4%	1.6%	1.5%	1.4%	1.5%
Business and economics	12.9%	12.2%	10.9%	9.2%	11.3%	10.8%	14.3%	13.7%	9.6%	10.1%	9.1%	9.1%	11.0%	11.9%	5.9%	5.5%	9.9%	10.5%
Accounting	2.2%	2.0%	1.6%	1.3%	2.2%	2.0%	2.3%	2.2%	1.9%	2.0%	1.4%	1.3%	2.6%	2.6%	0.7%	0.7%	2.1%	2.2%
Business education	3.5%	3.2%	0.7%	0.6%	1.6%	1.3%	5.1%	5.0%	1.0%	1.0%	0.1%	0.1%	0.4%	0.4%	—	—	1.0%	0.9%
Economics	1.6%	1.6%	3.0%	2.6%	2.6%	2.5%	0.7%	0.8%	2.9%	2.9%	3.9%	3.9%	2.9%	3.1%	4.3%	4.0%	2.5%	2.6%
Finance	0.5%	0.5%	0.9%	0.7%	0.6%	0.6%	0.4%	0.4%	0.5%	0.5%	0.6%	0.7%	0.6%	0.7%	0.2%	0.2%	0.5%	0.6%
General business	1.1%	1.1%	0.3%	0.3%	0.5%	0.5%	1.7%	1.7%	0.3%	0.4%	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%	0.4%	0.5%
Insurance and real estate	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.1%	0.1%	0.2%	0.1%	0.2%	0.2%	—	—	0.1%	0.1%
Management	2.5%	2.4%	3.0%	2.5%	2.5%	2.4%	2.4%	2.4%	2.1%	2.3%	2.1%	2.1%	2.8%	3.3%	0.4%	0.4%	2.4%	2.7%
Marketing	1.3%	1.1%	1.2%	1.0%	1.1%	1.0%	1.4%	1.1%	0.8%	0.9%	0.7%	0.7%	1.3%	1.4%	0.2%	0.1%	0.8%	0.9%
Communications	3.4%	3.3%	3.3%	3.2%	3.3%	3.1%	3.5%	3.5%	2.5%	2.5%	2.1%	1.9%	3.3%	3.4%	1.3%	1.4%	2.6%	2.6%
Journalism	1.2%	1.3%	1.6%	1.5%	1.1%	1.1%	1.3%	1.4%	0.9%	0.9%	0.9%	0.9%	1.3%	1.4%	0.3%	0.4%	0.9%	0.9%
Speech	2.1%	2.0%	1.7%	1.7%	2.2%	2.0%	2.2%	2.1%	1.6%	1.6%	1.1%	1.0%	1.9%	2.0%	0.9%	1.0%	1.7%	1.7%
Engineering	4.2%	4.3%	6.5%	7.0%	3.8%	3.8%	4.0%	4.3%	2.5%	2.7%	8.7%	8.4%	5.8%	6.0%	0.9%	1.1%	1.0%	1.1%
Aerospace engineering	—	—	0.1%	0.1%	—	—	—	—	—	—	0.1%	0.1%	—	—	—	—	—	—
Architectural engineering	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Chemical engineering	0.1%	0.1%	0.4%	0.5%	—	—	—	—	0.1%	0.1%	0.7%	0.6%	0.2%	0.2%	—	—	—	—
Civil engineering	0.4%	0.4%	0.8%	0.9%	0.4%	0.4%	0.4%	0.3%	0.3%	0.2%	1.1%	1.0%	0.6%	0.6%	—	—	—	—
Computer science	2.0%	2.1%	1.3%	1.4%	1.8%	1.8%	2.2%	2.4%	0.9%	1.2%	1.5%	1.6%	1.7%	2.1%	0.7%	0.9%	0.7%	0.8%
Electrical engineering	0.6%	0.5%	1.0%	1.1%	0.5%	0.5%	0.5%	0.5%	0.4%	0.4%	1.9%	1.7%	1.0%	1.0%	—	—	0.1%	—
Environmental science	0.2%	0.2%	0.5%	0.6%	0.2%	0.2%	0.1%	0.1%	0.2%	0.1%	0.6%	0.5%	0.1%	0.1%	—	0.1%	0.1%	0.1%
General engineering	0.2%	0.3%	0.3%	0.3%	0.2%	0.2%	0.3%	0.3%	0.1%	0.1%	0.4%	0.4%	0.4%	0.3%	—	—	—	—
Industrial engineering	0.2%	0.2%	0.7%	0.7%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.6%	0.6%	0.3%	0.4%	—	—	—	0.1%
Mechanical engineering	0.6%	0.6%	1.2%	1.3%	0.6%	0.6%	0.4%	0.5%	0.4%	0.4%	1.7%	1.7%	1.3%	1.3%	0.1%	0.1%	0.1%	0.1%
Nuclear engineering	—	—	0.1%	0.1%	—	—	—	—	—	—	0.1%	—	—	—	—	—	—	—
Foreign languages	2.8%	2.8%	4.9%	4.8%	3.1%	3.3%	2.2%	2.1%	5.8%	5.8%	6.9%	7.8%	5.2%	5.0%	11.1%	11.0%	4.6%	4.3%
Chinese	—	—	0.2%	0.2%	—	—	—	—	0.1%	0.1%	0.4%	0.4%	—	—	0.1%	0.1%	—	—
French	0.9%	0.8%	1.2%	1.2%	1.0%	1.0%	0.7%	0.6%	2.1%	2.1%	1.9%	2.2%	1.7%	1.5%	3.7%	3.7%	1.9%	1.8%
German	0.1%	0.1%	1.3%	1.2%	0.5%	0.6%	0.4%	0.3%	1.3%	1.2%	1.5%	1.6%	1.0%	1.1%	2.8%	2.7%	1.0%	0.9%
Italian	0.1%	0.1%	0.4%	0.4%	0.1%	0.1%	0.1%	—	0.2%	0.2%	0.4%	0.5%	0.3%	0.3%	0.3%	0.4%	—	—
Portuguese	—	—	0.1%	0.1%	—	—	—	—	—	—	0.1%	0.1%	—	—	—	—	—	—
Russian	0.1%	0.1%	0.5%	0.5%	0.1%	0.1%	0.1%	0.1%	0.3%	0.3%	0.9%	0.9%	0.2%	0.2%	1.1%	1.0%	0.1%	—
Spanish	1.2%	1.2%	1.3%	1.3%	1.4%	1.4%	1.0%	1.0%	1.9%	1.9%	1.7%	1.9%	1.9%	1.8%	3.0%	3.0%	1.6%	1.6%
Home economics	1.2%	1.1%	0.8%	0.8%	1.4%	1.3%	1.2%	1.1%	0.7%	0.6%	0.1%	0.1%	0.5%	0.3%	0.1%	0.1%	0.8%	0.8%
Humanities	1.9%	2.0%	3.1%	3.3%	2.0%	2.3%	1.7%	1.5%	7.3%	7.2%	7.1%	7.5%	7.3%	6.9%	9.5%	9.3%	6.8%	6.8%
Classics	0.1%	0.1%	0.8%	0.8%	0.1%	0.1%	—	—	0.7%	0.6%	1.1%	1.1%	0.4%	0.4%	1.7%	1.5%	0.4%	0.4%
Comparative religion	0.4%	0.4%	0.5%	0.5%	0.4%	0.5%	0.4%	0.3%	3.5%	3.5%	2.7%	2.9%	3.6%	3.4%	3.6%	3.6%	3.6%	3.6%
Humanities	0.4%	0.4%	0.1%	0.1%	0.3%	0.2%	0.5%	0.5%	0.2%	0.3%	—	0.1%	—	0.1%	0.1%	0.1%	0.3%	0.4%
Philosophy	1.0%	1.1%	1.8%	1.9%	1.2%	1.5%	0.8%	0.7%	2.9%	2.8%	3.2%	3.4%	3.3%	3.0%	4.0%	4.1%	2.6%	2.4%
Language and Literature	10.5%	10.8%	7.9%	8.1%	7.9%	8.5%	12.5%	12.9%	9.6%	9.8%	7.7%	7.9%	9.2%	9.0%	10.8%	11.1%	9.2%	9.7%
American literature	0.6%	0.7%	0.7%	0.7%	0.7%	0.8%	0.6%	0.6%	0.7%	0.7%	0.7%	0.7%	0.8%	0.8%	0.8%	0.9%	0.5%	0.6%
Drama	0.3%	0.3%	0.6%	0.5%	0.3%	0.4%	0.2%	0.2%	0.6%	0.7%	0.6%	0.6%	0.7%	0.6%	1.0%	1.0%	0.6%	0.6%
English literature	0.7%	0.8%	1.2%	1.3%	0.8%	1.0%	0.6%	0.6%	1.4%	1.5%	1.5%	1.5%	1.4%	1.4%	1.9%	2.0%	1.4%	1.6%
Ethnic literature	0.2%	0.1%	0.2%	0.2%	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.1%
Linguistics	0.3%	0.3%	0.7%	0.7%	0.4%	0.5%	0.2%	0.1%	0.4%	0.4%	0.7%	0.7%	0.3%	0.3%	0.3%	0.4%	0.4%	0.4%
Literary criticism	0.1%	—	0.2%	0.2%	0.1%	0.1%	—	—	0.1%	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Literature	0.8%	0.8%	0.9%	0.9%	0.8%	0.7%	0.8%	0.8%	1.0%	0.9%	0.4%	0.4%	0.8%	0.7%	1.2%	1.0%	0.9%	0.9%
Methods	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%
Novels	0.2%	0.3%	0.4%	0.5%	0.3%	0.4%	0.1%	0.2%	0.5%	0.6%	0.7%	0.6%	0.5%	0.5%	0.8%	0.8%	0.4%	0.5%
Poetry	0.2%	0.2%	0.3%	0.3%	0.2%	0.2%	0.1%	0.1%	0.4%	0.4%	0.7%	0.6%	0.4%	0.4%	1.0%	0.9%	0.2%	0.3%
Remediation	2.4%	2.5%	0.2%	0.2%	0.7%	0.7%	3.9%	4.2%	0.8%	0.9%	0.1%	0.2%	0.2%	0.3%	0.2%	0.4%	1.0%	1.1%
Short stories	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
World lit. in translation	0.5%	0.5%	0.4%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.6%	0.7%	0.4%	0.5%	0.5%	0.5%	0.5%	0.6%
Writing	4.0%	4.0%	1.8%	1.7%	2.7%	2.8%	5.3%	5.2%	2.8%	2.8%	1.2%	1.3%	3.1%	3.0%	2.5%	2.6%	2.7%	2.8%
Nursing and health	4.8%	5.0%	2.4%	2.6%	3.1%	3.0%	5.9%	6.7%	1.8%	1.8%	2.1%	2.0%	2.7%	2.7%	0.4%	0.5%	1.7%	1.7%
Allied health	0.9%	0.9%	0.3%	0.4%	0.4%	0.3%	1.3%	1.4%	0.1%	0.1%	0.4%	0.3%	0.2%	0.2%	—	—	0.1%	—
Health and safety	1.3%	1.2%	0.8%	0.8%	1.6%	1.4%	1.1%	1.2%	0.7%	0.7%	0.2%	0.2%	0.4%	0.5%	0.2%	0.3%	0.8%	0.8%
Nursing	2.5%	2.9%	1.3%	1.4%	1.1%	1.4%	3.5%	4.2%	1.0%	1.0%	1.5%	1.6%	2.1%	2.0%	0.1%	0.1%	0.8%	0.8%
Physical education	8.0%	7.5%	3.9%	3.5%	8.1%	7.9%	8.6%	7.9%	6.0%	6.5%	1.8%	2.1%	4.3%	4.2%	4.5%	5.3%	7.1%	8.0%
Coaching	0.4%	0.4%	0.3%	0.3%	0.6%	0.7%	0.2%	0.2%	0.5%	0.6%	0.2%	0.2%	0.4%	0.4%	0.5%	0.5%	0.7%	0.6%
Intro., health, safety	0.3%	0.3%	0.1%	0.1%	0.2%	0.2%	0.5%	0.4%	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.3%	0.2%	0.2%	0.1%
Principles and methods	1.0%	0.9%	1.4%	1.2%	1.9%	1.8%	0.3%	0.3%	1.0%	1.0%	0.5%	0.5%	0.9%	1.0%	0.4%	0.4%	1.5%	1.6%
Recreation	0.5%	0.6%	0.3%	0.4%	0.6%	0.6%	0.5%	0.5%	0.3%	0.4%	0.1%	0.1%	0.2%	0.1%	0.2%	0.2%	0.4%	0.6%

— Indicates less than 0.05%

* Includes 2-year institutions.

Continued on Following Page

CHRONICLE SURVEY—Continued

Changes in Course Offerings

Course offerings, by discipline, as a percentage of all courses offered

	Public colleges and universities								Private colleges and universities									
	All public institutions		Major universities		Comprehensive institutions		2-year colleges		All private institutions *		Major universities		Comprehensive institutions		Selective liberal-arts colleges		Less selective liberal-arts colleges	
	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980	1979	1980
Physical education (continued)																		
Sports	5.8%	5.3%	1.8%	1.6%	4.8%	4.6%	7.1%	6.5%	4.0%	4.2%	1.1%	1.2%	2.5%	2.5%	3.2%	4.0%	4.4%	4.9%
Science and mathematics	16.5%	16.8%	16.4%	16.7%	16.6%	16.7%	16.5%	16.9%	17.3%	16.9%	18.8%	18.7%	15.6%	15.1%	19.3%	18.9%	16.9%	16.6%
Biology	3.2%	3.0%	2.9%	2.9%	2.8%	2.8%	3.5%	3.2%	3.3%	3.2%	3.8%	3.5%	2.9%	2.6%	3.2%	3.0%	3.2%	3.4%
Botany	0.4%	0.4%	0.7%	0.8%	0.6%	0.6%	0.3%	0.2%	0.5%	0.5%	0.5%	0.5%	0.4%	0.3%	0.8%	0.7%	0.5%	0.5%
Chemistry	2.2%	2.2%	2.4%	2.3%	2.4%	2.3%	2.1%	2.1%	3.1%	2.9%	2.9%	2.8%	3.2%	2.9%	3.8%	3.6%	3.2%	2.9%
Earth sciences	1.0%	1.0%	1.8%	1.9%	1.5%	1.4%	0.6%	0.6%	0.8%	0.9%	1.7%	1.7%	0.7%	0.6%	1.5%	1.5%	0.4%	0.5%
General astronomy	0.2%	0.2%	0.5%	0.5%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.7%	0.7%	0.3%	0.2%	0.5%	0.5%	0.1%	0.1%
General physics	1.8%	1.7%	2.0%	2.0%	1.9%	1.8%	1.8%	1.6%	2.2%	2.2%	3.1%	3.3%	2.3%	2.2%	2.8%	2.9%	1.7%	1.7%
General science	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.1%	0.1%	0.3%	0.3%	0.1%	—	0.1%	0.1%	0.1%	0.1%	0.5%	0.4%
Mathematics																		
Calculus	1.1%	1.3%	1.1%	1.2%	1.3%	1.3%	1.0%	1.2%	1.3%	1.3%	1.2%	1.2%	1.4%	1.6%	1.6%	1.6%	1.2%	1.2%
Higher mathematics	0.6%	0.7%	1.4%	1.5%	1.0%	1.1%	0.2%	0.3%	1.3%	1.3%	2.1%	2.1%	1.1%	1.1%	1.8%	1.8%	1.2%	1.2%
Precalculus mathematics	4.4%	4.8%	1.2%	1.2%	3.2%	3.4%	5.8%	6.4%	2.5%	2.5%	0.7%	0.8%	1.8%	1.9%	1.2%	1.4%	3.1%	3.1%
Statistics	0.5%	0.5%	0.7%	0.7%	0.6%	0.6%	0.4%	0.5%	0.7%	0.7%	1.1%	1.0%	0.6%	0.6%	0.7%	0.8%	0.6%	0.6%
Pharmacy	0.1%	0.1%	0.6%	0.6%	0.1%	0.1%	—	—	0.1%	—	0.3%	0.3%	0.1%	0.1%	—	—	—	—
Zoology	0.7%	0.7%	0.9%	1.0%	0.9%	0.9%	0.5%	0.5%	1.0%	1.0%	0.7%	0.6%	0.7%	0.6%	1.2%	1.2%	1.1%	1.1%
Social sciences	19.1%	19.2%	27.0%	27.9%	25.0%	25.8%	12.1%	12.3%	24.2%	23.7%	25.9%	25.2%	24.0%	24.4%	22.9%	23.1%	26.2%	25.1%
Anthropology	0.8%	0.8%	1.7%	1.8%	0.8%	0.8%	0.6%	0.6%	0.8%	0.8%	2.3%	2.3%	0.4%	0.5%	1.5%	1.5%	0.8%	0.6%
Education																		
Administration	0.2%	0.3%	0.5%	0.6%	0.5%	0.5%	—	—	0.1%	0.1%	0.3%	0.3%	0.3%	0.3%	—	—	—	—
Comparative	—	—	0.1%	0.1%	0.1%	0.1%	—	—	—	—	0.1%	0.1%	0.1%	0.1%	—	—	—	—
Curriculum, instruction	0.9%	0.8%	1.0%	1.2%	1.8%	1.7%	0.2%	0.2%	1.5%	1.4%	0.7%	0.6%	1.6%	1.5%	0.5%	0.6%	1.9%	1.9%
Early and elementary	1.0%	0.9%	1.6%	1.5%	1.8%	1.7%	0.4%	0.3%	1.3%	1.3%	0.8%	0.7%	1.1%	1.3%	0.4%	0.5%	1.9%	1.7%
Educational psychology	0.6%	0.6%	1.5%	1.5%	1.2%	1.1%	0.1%	0.1%	0.7%	0.7%	0.7%	0.7%	0.8%	0.9%	0.3%	0.3%	0.9%	0.9%
Foundations	0.5%	0.5%	0.6%	0.6%	0.9%	0.7%	0.2%	0.2%	0.8%	0.7%	0.4%	0.4%	0.6%	0.6%	0.4%	0.3%	1.0%	1.0%
Guidance	0.5%	0.4%	0.9%	0.9%	0.8%	0.8%	0.2%	0.1%	0.2%	0.2%	0.4%	0.4%	0.6%	0.5%	—	—	0.2%	0.1%
Secondary and higher	0.4%	0.4%	1.0%	1.1%	0.9%	0.8%	—	—	0.4%	0.5%	0.5%	0.4%	0.5%	0.6%	0.5%	0.5%	0.5%	0.5%
Special education	0.7%	0.7%	1.1%	1.2%	1.3%	1.4%	0.2%	0.2%	0.5%	0.6%	0.4%	0.5%	0.7%	0.8%	0.1%	0.3%	0.6%	0.6%
History	1.6%	1.6%	1.3%	1.3%	2.0%	2.0%	1.3%	1.4%	1.7%	1.6%	1.9%	1.7%	1.7%	1.6%	2.3%	2.1%	1.6%	1.5%
Ethnic history	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.3%
Western civilization	1.0%	1.1%	1.7%	1.8%	1.6%	1.6%	0.6%	0.7%	2.0%	1.9%	2.3%	2.1%	2.0%	2.0%	3.3%	2.9%	1.6%	1.5%
World history	0.6%	0.6%	0.7%	0.6%	0.7%	0.7%	0.5%	0.5%	0.8%	0.8%	1.0%	0.9%	0.7%	0.7%	1.0%	0.9%	0.9%	0.8%
Psychology	3.8%	3.8%	4.3%	4.3%	4.9%	4.4%	3.0%	3.3%	4.7%	4.8%	4.5%	4.5%	4.7%	4.4%	4.7%	4.8%	5.1%	5.1%
Social science	0.4%	0.4%	0.1%	0.1%	0.2%	0.2%	0.6%	0.5%	0.3%	0.2%	0.1%	0.1%	0.1%	0.1%	—	0.1%	0.4%	0.4%
Sociology	2.6%	2.7%	3.1%	3.2%	3.2%	3.2%	2.2%	2.2%	3.6%	3.4%	3.2%	3.1%	3.5%	3.6%	3.0%	2.9%	4.2%	3.8%
Social work	0.5%	0.5%	1.0%	1.2%	0.8%	0.7%	0.3%	0.3%	0.7%	0.7%	1.1%	1.3%	0.6%	0.6%	0.2%	0.2%	0.9%	0.8%
Political science																		
American government	1.2%	1.2%	1.5%	1.5%	1.6%	1.5%	1.0%	1.0%	1.6%	1.7%	1.8%	1.7%	1.7%	1.9%	1.9%	1.9%	1.7%	1.7%
Comparative government	0.2%	0.2%	0.6%	0.6%	0.3%	0.3%	0.1%	0.1%	0.5%	0.5%	1.0%	1.0%	0.6%	0.6%	0.9%	0.9%	0.4%	0.4%
International relations	0.2%	0.2%	0.5%	0.4%	0.3%	0.3%	0.1%	0.1%	0.5%	0.5%	0.7%	0.8%	0.5%	0.5%	0.8%	0.8%	0.4%	0.5%
Political science	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.1%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.3%	0.2%
Political theory	0.1%	0.1%	0.3%	0.3%	0.2%	0.2%	—	—	0.3%	0.3%	0.5%	0.5%	0.3%	0.3%	0.5%	0.6%	0.3%	0.3%
Theory and method	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	—	—	0.1%	0.2%	0.3%	0.3%	0.2%	0.2%	0.2%	0.3%	0.1%	0.1%
Geography	0.7%	0.7%	1.1%	1.0%	1.3%	1.2%	0.3%	0.3%	0.4%	0.4%	0.3%	0.3%	0.3%	0.2%	0.2%	0.3%	0.5%	0.4%
World geography	0.3%	0.3%	0.5%	0.6%	0.5%	0.5%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	—	0.1%	0.1%	0.1%
Vocational education	5.2%	5.2%	1.7%	1.8%	2.9%	2.8%	7.2%	7.5%	0.9%	0.9%	0.2%	0.3%	1.0%	1.0%	—	—	1.0%	1.1%
Agriculture	0.5%	0.5%	0.7%	0.9%	0.6%	0.5%	0.4%	0.4%	0.2%	0.2%	0.1%	0.1%	—	—	—	—	0.4%	0.4%
Career education	0.6%	0.5%	0.2%	0.1%	0.1%	0.1%	1.0%	0.8%	0.1%	0.1%	—	0.1%	—	—	—	—	0.2%	0.2%
Police science	0.8%	1.0%	0.2%	0.2%	0.5%	0.5%	1.2%	1.5%	0.1%	0.2%	—	—	0.2%	0.3%	—	—	0.1%	0.1%
Technology	1.6%	1.7%	0.3%	0.3%	0.8%	0.8%	2.3%	2.5%	0.3%	0.3%	0.1%	0.1%	0.6%	0.6%	—	—	0.1%	0.1%
Vocational education	1.6%	1.6%	0.4%	0.4%	0.9%	0.9%	2.3%	2.3%	0.2%	0.2%	—	—	0.1%	—	—	—	0.2%	0.3%

— Indicates less than 0.05%

* Includes 2-year institutions.

Note: Data are based on a publicized list of courses taught in the fall of 1979 and fall of 1980 at 370 institutions, a stratified sample of public and private colleges and universities. Not included are courses offered by medical schools, multiple sections of the same course, or courses taught by part-time instructors.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Courses

Continued from Page 1

refresher courses for older women reentering the job market.

The Chronicle Survey found substantial increases in the number of remedial courses in English and mathematics being taught last fall, compared with a year earlier.

The estimated increase of 22 per cent in remedial courses coincides with the concern of many college officials that a growing number of high-school graduates are inadequately prepared to do college-level work.

The number of remedial courses offered by private institutions rose by nearly 25 per cent last fall, according to the survey. Those increases included 38 per cent more courses in basic grammar and writing and 17 per cent more in remedial mathematics.

Even the more selective private liberal-arts colleges are offering more remedial courses.

Those included in the Chronicle Survey's sample offered twice as many remedial courses in the fall of 1980 as in the fall of 1979.

The number of remedial courses offered by public colleges and universities was up by 19 per cent last fall, including increases of 21 per cent in grammar and writing, 14 per cent in reading courses, and 20 per cent in mathematics.

Even with those increases, remedial courses were a small fraction of total course offerings. They amounted to 1 per cent of all courses offered by the private colleges and universities and 3 per cent of all those offered by public institutions.

The effect of rising enrollment in engineering schools, in line with the job market's strong demand for engineers, was seen in the 20-per-cent increase over fall, 1979, in the number of engineering courses offered.

Engineering courses accounted for 7 per cent of all courses offered last fall at major public universities that emphasize research and doctoral programs. A year earlier, 6.5 per cent of the courses at those universities were in engineering.

At major private universities, the proportion of engineering courses declined to 8.4 per cent in 1980, compared with 8.7 per cent in 1979.

The number of courses in business and economics—another area where enrollment has risen substantially in recent years—increased by 11.4 per cent last fall. Most of the increase was on private campuses, where the number of courses in business and economics rose by 19 per cent. At public institutions, the number of such courses increased by less than 9 per cent.

The humanities had a slightly reduced share of all courses taught at private colleges and universities last fall, according to the Chronicle Survey, but because of the overall expansion in the number of courses offered, those in the humanities actually increased by an estimated 11.5 per cent.

The number of courses in foreign languages grew at the same rate as the total number of courses offered in all fields. In both 1979 and 1980, foreign-language courses constituted 2.8 per cent of all courses offered in public institutions and 5.8 per cent of all courses offered in private institutions.

Exchanges

Continued from Page 1

Soviet Union sponsored 4,650 study and training exchanges with Latin American countries—more than 10 times as many as the number offered by the United States.

In 1980, when the Soviet Union sponsored 24,000 student exchanges with African countries, the United States sent only seven doctoral candidates to Africa and sponsored only 1,800 African students in the U.S., the exchange group said.

Support for many exchange programs in the United States has come from private and foreign sources, which have contributed about $100-million a year, the statement said.

A group such as the Council on International Educational Exchange, whose member universities and organizations send more than 5,000 students abroad to study each year, gets only 10 per cent of its money from the federal government.

The statement said that a minimal increase in federal support for such programs would have a "multiplier effect" by stimulating greater private support.

The liaison group concluded that increased federal support, particularly for critical programs in the International Communications Agency and the Agency for International Development, would also assure support for the most essential programs, a national standard for the conduct of exchanges, national coordination of the programs, and an increase in "the level of exchanges . . . in line with the national interest."

In addition to the National Association for Foreign Student Affairs, the exchange group includes:

The African-American Institute, the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, America-Mideast Educational and Training Services, the College Board's Office of International Education, the Committee on Scholarly Communication with the People's Republic of China, the Council of Graduate Schools, the Council on International Educational Exchange, the Experiment in International Living, the Fulbright Alumni Association, the Institute of International Education, the International Research and Exchanges Board, the Latin American Scholarship Program of American Universities, the National Council for Foreign Language and International Studies, and Youth for Understanding.

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CONGRESSIONAL INFORMATION
7101 WISCONSIN AV/NW
WASHINGTON D C 20014

CHRONICLE of Higher Education

ISSN 0009-5982

June 8, 1981 • $1.25
Volume XXII, Number 16

News Summary

Articles on inside pages

Tuition tax credits appear to have little chance of winning approval in Congress. Story on Page 11.

The National Cancer Institute has been criticized in the Senate for conflicts of interest and lax procedures in awarding grants, including one to a university researcher. Story on Page 11.

A cutoff of federal grants is being considered in the case of a researcher who violated government regulations by performing genetic-engineering experiments on two women. Story on Page 13.

Commencement issues this year include concern about inflation, the environment, and the price of sheepskin for diplomas. Story on Page 3.

The first woman president of the Organization of American Historians calls her election "a long-overdue recognition" of women's importance in the profession. Story on Page 7.

A pioneer in affirmative action, the Southern Fellowships Fund, is going out of business. Story on Page 4.

Protection of foreign students from abuses in recruitment and admission is the goal of principles adopted by the National Association for Foreign Student Affairs. Story on Page 5.

Another mistake has been found on a standardized test, this time in music. Story on Page 2.

Publishers of scholarly books say that cooperation is a key to fighting rising costs. Story on Page 17.

The Sandinista government of Nicaragua, seeking to use universities for economic and social development, says it has doubled spending for education. Story on Page 15.

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Colleges Will Fight New U.S. Effort to Tax Employees' Tuition Benefits

By Jack Magarrell

WASHINGTON

The Internal Revenue Service is preparing a new attack on one of higher education's most cherished perquisites, free tuition for employees' dependents.

Lobbyists and legal advisers for colleges and universities are marshaling their defenses, polishing up the arguments used in their victory over the tax-rule writers in a previous clash four years ago.

A truce imposed by Congress in October, 1978—forbidding any new attempts by the I.R.S. to tax tuition benefits or any other fringe benefits—expired May 31.

Top I.R.S. officials say they plan to issue regulations that would tax the value of almost any free or reduced-price merchandise or services given to workers by their employers.

The American Association of University Professors estimates that more than 27,000 students are enrolled under tuition-benefit programs. Rapidly rising tuition in recent years has increased the value of such benefits.

The Battle of '76

There was dismay in academe when the I.R.S. revealed, on November 2, 1976, that it intended to require that people pay income tax on the value of tuition benefits.

Defenders of tax-free tuition benefits hit the tax officials with more than 2,000 letters, reams of formal statements, and testimony from more than 40 witnesses at a public hearing.

Within a week afer the hearing, the I.R.S. dropped its proposal. The agency's retreat may have been hastened by the fact that the Republican Administration, including its tax commissioner, had just been voted out of office.

Now, following another change in Administration and the expiration of the Congressional cease-fire order, President Reagan's tax commissioner, Roscoe L. Egger, Jr., is ready to resume the benefit battle.

Tuition benefits should be taxed, he told a subcommittee of the Ways and Means

Continued on Page 14, Column 4

Top Pell Grant This Fall Would Be $1,670 Under New House-Senate Compromise Bill

By Janet Hook

WASHINGTON

Each college student's Pell Grant would be cut by $80 this fall under a compromise reached last week by Congressional negotiators.

The House-Senate conference committee also dropped a provision that would have barred the Department of Education from spending any of its money to establish or enforce affirmative-action requirements.

The Pell Grant compromise would mean that the maximum grant available to poor students next year would drop to $1,670—down from the $1,750 grant available this year. The Senate had wanted to to cut the grants by $100 each, while the House had voted for the full amount.

The compromise spending bill, HR 3512, was scheduled to go next to the House and Senate floors. Quick action was expected because the bill would keep education, health, and labor programs running until the end of the fiscal year, September 30. Those programs have been operating under a temporary financing measure that was due to expire last Friday.

The 1982 budget bill is only the first step in a long process before colleges find out exactly how much federal money they will get next year. See story, Page 12.

If it does pass, the bill would put an end to months of uncertainty about the amount of money that will be available for grants to students this fall.

The bill is a compromise between House and Senate versions of legislation that would add money for some programs and take back funds already appropriated for others in fiscal 1981, which ends September 30. For most education programs, money appropriated in fiscal 1981 will actually be spent on campuses in the 1981-82 academic year.

Besides the Pell Grants, the bill would

Continued on Page 12, Column 1

2 Black Students Wounded in South African Clash

By Helen Zille

JOHANNESBURG

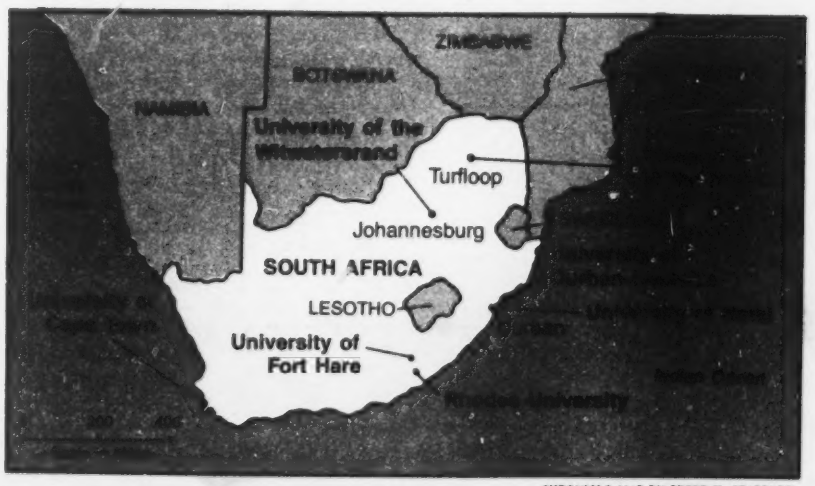
Two black students were wounded last week when police fired warning shots at an estimated 1,000 student demonstrators who stormed a police station in the South African university town of Turfloop.

The protest by students from the University of the North was the most violent in more than a week of student demonstrations against celebrations marking South Africa's twentieth anniversary as a republic.

Many students, particularly blacks, say that the discrimination and oppression that they believe characterizes South Africa is no cause for celebration.

Newspapers reported that the police in Turfloop had used submachine guns, rifles, and shotguns to fire warning shots over the heads of the students storming

Continued on Page 16, Column 1



CHRONICLE MAP BY PETER H. STAFFORD

Map shows South African campuses where anti-apartheid student demonstrations erupted.

FACT–FILE

1979-1980 Finances of 2-Year Colleges

	Enrollment under 5,000		Enrollment 5,000 to 15,000		Enrollment over 15,000		All institutions, 1979-80		All institutions, 1978-79	
	Median per student [1]	Per cent of total	Median per student [1]	Per cent of total	Median per student [1]	Per cent of total	Median per student [1]	Per cent of total	Median per student [1]	Per cent of total
Expenditures										
Total educational and general	$2,732	100.0%	$2,675	100.0%	$2,557	100.0%	$2,676	100.0%	$2,528	100.0%
Academic	1,677	60.8%	1,623	61.8%	1,544	63.5%	1,623	61.7%	1,528	61.2%
Instruction and research	1,383	49.1%	1,313	51.3%	1,296	53.1%	1,342	50.9%	1,302	51.8%
For credit instruction [2]	1,307	47.2%	1,196	47.1%	1,183	48.2%	1,231	47.5%	1,222	48.0%
For noncredit instruction [3]	—	1.0%	—	2.3%	—	2.5%	—	1.6%	—	1.9%
Public service	0	0.0%	4	0.2%	5	0.3%	4	0.2%	1	0.0%
Academic support	239	8.8%	219	8.0%	235	8.9%	232	8.5%	212	8.1%
Support services	974	36.6%	934	36.3%	908	34.8%	954	36.3%	965	36.5%
Student services	231	8.5%	217	8.4%	223	8.3%	224	8.4%	219	8.6%
Institutional support	405	15.5%	375	14.7%	364	14.5%	385	14.9%	374	14.8%
Plant operation and maintenance	330	11.9%	300	11.7%	299	11.2%	309	11.7%	306	12.0%
Without utilities	216	7.7%	210	7.8%	202	7.7%	210	7.7%	213	8.2%
Utilities only	109	3.8%	94	3.5%	88	3.2%	98	3.5%	100	3.6%
Scholarships and fellowships	42	1.6%	22	0.8%	30	1.2%	31	1.2%	29	1.2%
Revenues										
Total revenues (current fund, excluding auxiliaries)	$2,949	100.0%	$2,851	100.0%	$2,684	100.0%	$2,851	100.0%	$2,635	100.0%
Tuition and fees	435	14.2%	415	15.1%	513	17.6%	440	15.1%	439	16.5%
For credit instruction [2]	413	13.9%	382	14.8%	485	14.4%	403	14.2%	403	15.2%
For noncredit instruction	—	0.2%	—	0.7%	—	0.9%	—	0.4%	—	0.8%
Appropriations	1,958	71.2%	1,990	71.8%	1,856	69.4%	1,943	71.3%	1,797	69.4%
Federal	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
State	1,675	59.0%	1,580	60.9%	1,420	56.2%	1,568	58.5%	1,409	53.3%
Local	0	0.1%	333	11.7%	437	17.5%	290	9.9%	344	11.7%
State and local combined	1,909	69.5%	1,958	70.9%	1,842	68.2%	1,902	69.7%	1,786	68.4%
Gifts, grants, and contracts	233	9.3%	212	7.5%	185	7.4%	190	8.0%	190	7.1%
Federal	134	5.6%	126	4.8%	106	4.4%	128	4.8%	114	4.5%
State and local	27	1.0%	34	1.2%	30	1.1%	29	1.1%	28	1.0%
Private	1	0.0%	1	0.0%	1	0.0%	1	0.0%	3	0.1%
Other revenues (excluding auxiliaries)	69	2.3%	76	2.7%	86	3.0%	78	2.7%	75	2.7%

[1] Based on number of full-time equivalent students enrolled for credit.
[2] Median per student based on full-time equivalent students enrolled for credit.
[3] Median per student based on full-time equivalent students not enrolled for credit.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS

In Brief Continued from Page 2

gible faculty members voted in the academic senate's poll.

Mr. Horn, a vocal opponent of tenure for faculty members, said he was not dismayed by the results of the poll. The fact that more faculty members did not vote against him must mean "I'm getting too soft," he

■ San Diego Students Arrested In Protest over Tenure

Thirty-five students demanding tenure for Emory Tolbert, a black assistant professor of history, were arrested at the University of California at San Diego after occupying the office of Chancellor Richard C. Atkinson.

The students, who were charged with trespassing, also demanded that the university employ more American Indian, Asian, black, and Hispanic faculty members. Later, Mr. Atkinson said he sympathized with the students' demands.

■ 14 Charged In Demonstration Against Arrest of Iranian

Fourteen students were arrested at California State University at Los Angeles after more than a hundred students demonstrated against the arrest of an Iranian student on the campus by officers of the Immigration and Naturalization Service.

The arrested students were charged with unlawful assembly after occupying the administration building.

■ U. of Wisconsin Reviews a Decision to Deny Tenure

The University of Wisconsin at Madison has granted a contract extension to an assistant professor who had been denied tenure on the grounds that the university could not afford it.

A spokesman said the university's faculty would use the year to review the case and make a recommendation to the chancellor on how to proceed.

John Brenkman, an assistant professor of comparative literature who had been backed by his department and his division, appealed the tenure decision to the faculty's rights-and-responsibilities committee. It held that E. David Cronon, dean of the college of letters and sciences, had not considered Mr. Brenkman's academic qualifications in making the decision. Fiscal concerns can be a factor in tenure decisions, the committee said, but the faculty must approve rules concerning such decisions.

■ Fraternity Member's Death Prompts $2-Million Lawsuit

A $2-million lawsuit has been filed against three students at Mississippi State University over the death last year of another student, Curtis Huntley, in an alleged hazing incident at the university.

The suit was filed by the victim's father, Hugh L. Huntley of Knoxville, Tenn., against three former pledges of the Pi Kappa Alpha fraternity and their parents.

A university spokesman said Curtis Huntley, then a member of the fraternity, died from injuries he suffered when he jumped from a car as he was being driven to a mud hole used for dunking fraternity pledges.

Gerda Lerner's Victory for Women of History Continued from Preceding Page

because women have been oppressed and have largely been ignored in written history, they have made little contribution in the past. Indeed, she says, many scholars in women's studies have tended to focus more on how women have been discriminated against than on ways in which they have carved out positions of power for themselves.

Further Studies Sought

Mrs. Lerner notes that recently scholars have begun to investigate and record what women have created within the limits imposed upon them. She says she hopes her theoretical work will stimulate further studies.

The progress women's history has made toward general acceptance is illustrated by the doctoral program she will set up at the University of Wisconsin, she says. While women's-studies curricula have multiplied in the past 10 years, she points out, most of the increase has been at the undergraduate and master's-degree level.

Students seeking a doctorate in the field have usually had to take a Ph.D. in history and then write the dissertation on their specialty.

Wisconsin will offer a doctorate in women's studies. "I hope it will be a model of excellence and will inspire others to go in that direction," says Mrs. Lerner. To do that, she adds, the program will have to be rigorous.

"I used to say we will only have won the gains we have fought for when women can be as mediocre as men," she says. "That's true, but on the other hand, in a pioneering position in a pioneering field, I have personally had to be a stickler for perfectionism and excellence, and the Ph.D. program will have to be, as well."

She says participants will probably have to fulfill all the regular history requirements and do special work in women's history. "It may be unfair to demand this—but then," she says, "I have the sense that nothing is too good for women, and that includes the quality of their education."

Hard Times for Historians

For all of her optimism, however, Mrs. Lerner recognizes that these are hard times for historians—and that will have an effect on the profession's female members. The problems, she says, include the Reagan Adminstration's budget cuts for historical research, the shortage of teaching jobs for historians, and the lack of interest in history in the schools.

Mrs. Lerner says she hopes that under her leadership the Organization of American Historians will campaign for history—by lobbying at the state and federal levels, through newspaper columns, and perhaps even by sponsoring a television show.

She is optimistic about the future over the long term. In women's studies, she says, no matter what the financial pinch, "you won't be able to take the new consciousness out of women's heads. You can't make them go back psychologically.

"I think we are having setbacks, but if you have a historical perspective, you know this happens from time to time, and it is not the end of the world. If you know the past, you can have hope for the future."

State Funds Up in 1980 Budgets of 2-Year Colleges

WASHINGTON

State funds provided a slightly larger share of community colleges' budgets last year than in the previous year, while tuition payments accounted for a smaller share.

A survey of community-college finances by the National Association of College and University Business Officers found the median percentage of revenue from tuition and fees declined from 16.5 per cent in 1978-79 to 15.1 per cent in 1979-80.

The median percentage of revenue from state appropriations was 58.5 per cent or more in 1979-80—up from 53.3 per cent year before.

Support from local government declined in 1979-80 to 9.9 per cent of total revenues, compared with 11.7 per cent the previous year.

Revenue from private gifts declined from a median of $3 per student to $1 per student.

The median amount spent per student for general and educational purposes was $2,676 in 1979-80, up 5.9 per cent from the previous year's $2,528.

The median amount spent for utilities declined from $100 per student in 1978-79 to $98 in 1979-80.

The financial analysis was based on data from a sample of about 400 public two-year colleges. Copies of the report, *Comparative Financial Statistics for Public Community and Junior Colleges: 1979-80*, are available for $15 each from the National Association of College and University Business Officers, One Dupont Circle, Washington 20036.

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THE CHRONICLE
of Higher Education®

ISSN 0009-5982

June 15, 1981 • $1.25
Volume XXII, Number 17

News Summary

Articles on inside pages

The top college football powers have challenged the National Collegiate Athletic Association's control of television contracts. Story on Page 4.

Baseball teams "play their hearts out" in the N.C.A.A.'s College World Series. Story on Page 3.

Faculty members must re-educate themselves before they can provide liberal education for their students, a conference of scholars was told. Story on Page 5.

Graduate enrollment went up slightly last year, a national study has found. Story on Page 6.

Industry should be given more incentives to invest in genetic-engineering research at universities, educators told a House Committee. Story on Page 9.

House and Senate committees decided last week how to cut education programs to comply with budget reductions. Story on Page 9.

Civil-rights and women's groups oppose Labor Department regulations they fear will weaken affirmative action. Story on Page 13.

South Carolina's plan to desegregate public institutions has received "unofficial" approval from the Education Department. Story on Page 13.

Legislation exempting some nonprofit organizations from paying royalties on copyrighted music could apply to colleges. Story on Page 13.

Children's literature is developing as a scholarly field. Story on Page 17.

Britain's newest political party has the support of a number of education leaders. Story on Page 15.

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Faculty Salaries Up 8.7 Pct. in 1980-81; Increase Almost Matches Inflation Rate

By Jack Magarrell

WASHINGTON

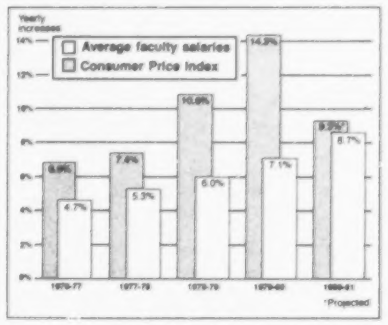
Increases in faculty pay have come closer to matching the increase in consumer prices this year than they have in the previous four years, according to the annual salary study by the American Association of University Professors.

The average faculty salary for the 1980-81 academic year was 8.7 per cent higher than it was in 1979-80, the study found. The findings were reported at the A.A.U.P.'s annual meeting here last week.

Between last July 1 and April 30, the Labor Department's Consumer Price Index rose at an annual rate of 9.3 per cent.

The gap of less than one percentage point between the increases in the faculty-salary average and the price index contrasts sharply with the difference a year ago.

The average faculty salary in 1979-80 was only 7.1 per cent higher than the previous year's average. During the 12 months ending last June 30, the Consumer Price Index rose by 14.3 per cent.



CHRONICLE CHART BY PETER H. STAFFORD

A comparison of yearly increases in faculty salaries and prices.

The last academic year in which the increase in the average faculty salary surpassed the rise in the Consumer Price Index was 1975-76, when the average salary rose 6 per cent and the price index rose 5.9 per cent.

Faculty members have been hit hard, according to A.A.U.P. officials, by the cumulative effect of salaries that year after year have risen at a slower pace than the cost of living.

Over the past 10 years, the average faculty salary has risen 72.9 per cent while the Consumer Price Index has gone up 122.7 per cent. The average salary for faculty members of all ranks at all types of institutions in 1980-81 was $23,650. If faculty salaries had matched the 10-year increase in the price index, the average faculty salary would have been $29,345.

The A.A.U.P. salary study is based on

Continued on Page 5, Column 1

Congress Will Bar Tax on Fringe Benefits, Including Free Tuition, 64 Senators Warn

WASHINGTON

Nearly two-thirds of the members of the Senate have warned the Internal Revenue Service not to try to tax fringe benefits—including free tuition for dependents of college employees.

Sixty-four Senators, including 42 Republicans, signed a letter warning Treasury Secretary Donald Regan that Congress would block any attempt to collect income taxes on discounts, passes, and other noncash privileges of employees.

"We strongly urge you to halt the publication of such regulations," the Senators told the Treasury Secretary, "because there is no possibility that the Congress will allow such regulations to ever take effect."

John E. Chapoton, Assistant Treasury Secretary for tax policy, and Roscoe L. Egger, Jr., Commissioner of the Internal Revenue Service, told a House subcommittee last month that the I.R.S. was working on regulations that would require people to pay income tax on the value of fringe benefits they received.

Regan to Respond Soon

A Treasury Department official said Secretary Regan would respond soon to the Senators' letter.

Regulations that would have taxed tuition benefits were formally proposed in November, 1976, but withdrawn after a storm of protest from colleges and universities.

In October, 1978, Congress enacted a temporary moratorium, barring any attempt to tax fringe benefits. That Congressional restriction expired May 31.

"It is likely that the next time Congress acts on this issue it may be to permanently restrict the taxation of fringe benefits," the Senators told the Treasury Secretary.

Less than a week after expiration of the temporary ban on taxing fringe benefits, a bill was introduced in the House of Rep-

Continued on Page 11, Column 1

Students from 40 Countries Create Organization as Alternative to 'Communist-Dominated' Group

By Malcolm G. Scully

Representatives of student groups from more than 40 countries met in Paris last week to create an international student organization that they said was designed to serve as a balance to the "Communist-dominated" International Union of Students.

Delegates to the Paris meeting included representatives from the newly established independent student union in Poland that was recognized by the government after almost a month of protests last winter.

In one of their first decisions, the more than 150 delegates agreed that the new association's first international congress would be held next fall in Warsaw with the new Polish union as host.

The United States representative to the new organization—known as the International Student Association—is the American Student Association, an organization created in 1978 that says it represents about 3.5-million students at some 550 colleges and universities.

Its president, Tom Duffy, said in a telephone interview from Paris that the founders of the new international body wanted to create a "union in which the focus would be on common student concerns rather than on political ideology."

Mr. Duffy's organization was established in 1978 after the National Student Association and the National Student Lobby merged to form what is now known as the United States Student Association.

Mr. Duffy, who lost a bid to be national chairman of the U.S.S.A., had opposed that association's plans to take stands on social issues that did not directly affect students. As a result, he and several other leaders created the American Student Association as an alternative to the U.S.S.A.

This week's meeting in Paris was organized by a French group known as the Independent Democratic National Union of French Students, which last year split

Continued on Page 16, Column 3

Faculty Motivation Called Key to Improving Liberal Education

By Beverly T. Watkins

NEW YORK

All faculty members must "become more liberally educated" if colleges and universities are to offer effective liberal-education programs to their students, says a specialist in nontraditional teaching methods.

"Traditionally, one small group of the faculty has been formally engaged in liberal education, while the rest have been permitted, or have permitted themselves, to avoid that responsibility," said Sheila Tobias, a program associate with the Washington School of Psychiatry's Institute for the Study of Anxiety in Learning.

For the most part, she told a group of educators assembled here, "the 'liberal educators' have been recruited from among historians, philosophers, and teachers of literature, foreign languages, and fine arts."

Incentives Needed

But all faculty members "are quite capable, if properly motivated, retrained, and rewarded, of contributing, in every course they teach, to the integrity, coherence, and comprehensiveness of the curriculum," she said.

Colleges and universities must "create incentives for faculty members not usually engaged in liberal education to become more liberally educated themselves so that in every course they teach they can draw the connections between their own and others' work," said Ms. Tobias.

She spoke at a national conference on liberal education sponsored by the Exxon Education Foundation and the Fund for the Improvement of Postsecondary Education. It was attended by about 300 faculty members and academic administrators who want to increase the opportunities for liberal learning in their institutions.

Not Like General Education

They did not all agree on a definition of liberal education, although most did agree that it is not the same thing as general education. They said general education—the courses students take before they start their majors—was part of liberal education but that liberal learning should have other "specific outcomes" for students.

"We may all agree that students should be liberally educated, but we have no consensus as to how that best is done," said Ms. Tobias. "If our students learn to tolerate ambiguity, to formulate questions, to think and write clearly, to take responsibility for themselves and others, and to engage in and appreciate the arts, we will have done an enormous amount of social good."

But there should be more to a liberal education, she said: "Drawing out from our students more than they knew was there, making them critically examine the assumptions about the world currently in vogue, creating for them and for ourselves dispassionate perspectives on societal development—these, too, are the functions of higher education in general and liberal education in particular."

Many faculty members who teach in liberal-education programs have undertaken their jobs through "serendipity," said Arthur Margon, a professor of history on leave from Brooklyn College, who recently conducted an informal survey of faculty members in such projects.

When today's faculty members completed graduate school in the 1960's and 1970's, not many of the academic teaching positions for which they had prepared were available, said Mr. Margon, who is also a vice-president for research with the Real Estate Board of New York.

"Few faculty members have come to liberal education with a long-term commitment. Very few of them have said, 'I always knew I wanted to be involved in teaching undergraduates up to my thighs.' This is a way station. Teachers of liberal education are people who were blocked and found a receptive environment in which they could do something with their careers."

The conference participants agreed that, to teach liberal education, faculty members must broaden their own knowledge. They must overcome prejudices against disciplines other than their own before they can have an important influence on liberal learning.

Nontraditional Approaches

The participants also agreed that some faculty members had learned along with their students through certain nontraditional approaches to liberal education, such as team teaching in interdisciplinary programs or by deliberately assuming the role of co-learner with students.

"If we ourselves as practitioners of liberal education feel uncomfortable with each other's fields, especially with the basic understanding that we expect students to master, we can't expect to provide liberal education," said Harriet W. Sheridan, professor of English and dean of the college at Brown University.

To overcome their ignorance of other fields, she recommended that scientists and humanists sit in on each other's classes.

Ms. Tobias said faculty members should "present to their peers in other departments the essence of the course content they are teaching" and audit other courses in which their students are enrolled so "they can relate the material they teach to the material their students are learning elsewhere."

Overcoming 'Mutual Disdain'

Hans O. Mauksch, professor of sociology at the University of Missouri, urged faculty members to break down the boundaries between disciplines and overcome their "mutual disdain" for each other.

"Can you imagine having a separate building where students study the violin and a separate building where they study the oboe and a separate building where they study the triangle?" he asked. "When each completes his education, and they have to form an orchestra, music will go downhill in a hurry."

He said students and faculty members derived a "lateral respect and sensitivity" for each other when they participated in common educational experiences.

When Clark University began to offer interdisciplinary courses in its liberal-education program, "all the faculty were put in the position of being learners all over again," said Tamar March, director of humanities in Clark's college of professional and continuing education.

She said faculty members "became sensitized to what student life is like. They learned the risk of asking a question when they thought it might be an inadequate question."

As a byproduct of interdisciplinary education, Ms. March said, "we are all more comfortable with each other. The disciplinary boundaries have vanished to the extent that we now understand they are just administrative conveniences."

Warring 'Prima Donnas'

When St. Joseph's College in Indiana created an interdisciplinary program that involved all its students and teachers, the faculty members had to agree on what to teach and how to teach it, and participate in classes as co-learners, said John P. Nichols, professor of philosophy.

"There was a lot of warring among us, because we are all such prima donnas," he said, "but we had to fight it out because we had to teach this common curricula.

"It was a painful learning process for some of us. Faculty members had to lead discussion groups on materials outside their own fields. But some of our faculty members carried it off very well."

A volunteer program to train "highly specialized and tenured faculty" to teach writing was so successful at Temple University that "a fifth to a quarter of the faculty members are teaching outside their own disciplines at any one time now," said George R. Deaux, associate dean of Temple's college of liberal arts.

In the program, faculty members from other disciplines were paired with experienced English faculty members who acted as mentors for the volunteers, "who learned how to work outside their own disciplines," he said.

Salaries Up

Continued from Page 1

data gathered by the National Center for Education Statistics from more than 2,500 colleges and universities.

The average salary increase of 8.7 per cent reported by the A.A.U.P. compares with an increase of 8.9 per cent estimated last fall by a survey conducted for *The Chronicle* by John Minter Associates of Boulder, Colo. (*The Chronicle*, October 27.)

The Chronicle's survey estimated the average faculty salary for 1980-81 at $23,658. The A.A.U.P. study, which rounds all salary figures to the nearest $10, shows the average salary as $23,650.(*The Chronicle*, October 27.)

The Chronicle's estimates were based on data gathered from 2,435 individual faculty members rather than on reports from institutions.

The A.A.U.P. study's list of average faculty salaries, by rank, for 1980-81 will be published in a forthcoming issue of *The Chronicle*.

The average salary for full professors in 1980-81 was $30,890, according to the A.A.U.P. study. The average for associate professors was $23,270; for assistant professors, $18,970; for instructors, $15,140.

The average salary for faculty members of all ranks varied by type of institution—ranging from $27,930 at private Ph.D.-granting universities to $14,440 at church-related junior colleges where faculty members have academic rank.

The average salary for faculty members of all ranks at public institutions was $24,150, compared with $19,480 at church-related institutions and $24,290 at other private institutions.

The A.A.U.P. study also reported data on faculty members' total compensation—salaries plus fringe benefits. The average total compensation for faculty members of all ranks at all types of institutions in 1980-81 was $27,950, up 9.3 per cent over the average for 1979-80, the study found.

The salary study was prepared for the A.A.U.P. by Maryse Eymonerie Associates of McLean, Va. A complete report of the study is to be published in the August issue of *Academe: Bulletin of the AAUP*. Advance copies of the report will be available in July, at $10 each for A.A.U.P. members and $22.50 for nonmembers, from A.A.U.P., One Dupont Circle, Washington 20036.

FACT–FILE

Average Faculty Salaries in 1980-81 and Percentage Increase over 1979-80

Academic rank	Public		Private independent		Church-related		All combined	
	Average	Increase	Average	Increase	Average	Increase	Average	Increase
Doctorate-granting universities								
Professor	$32,850	9.1%	$36,000	8.6%	$31,170	10.2%	$33,450	9.0%
Associate professor	24,460	8.9%	25,290	9.9%	23,750	9.0%	24,560	9.0%
Assistant professor	19,810	9.2%	20,170	9.6%	19,370	9.1%	19,850	9.2%
Instructor	15,450	10.0%	16,470	11.0%	16,010	10.7%	15,630	10.2%
All ranks	25,730	9.1%	27,930	9.1%	23,880	9.6%	26,060	9.1%
Other institutions offering degrees beyond the baccalaureate								
Professor	$29,580	8.0%	$28,710	8.6%	$24,930	10.2%	$29,000	8.3%
Associate professor	23,440	7.6%	25,560	8.9%	20,530	9.3%	23,000	7.9%
Assistant professor	19,280	7.9%	18,580	9.0%	17,220	8.9%	18,930	8.2%
Instructor	15,500	7.5%	14,810	8.6%	13,700	9.2%	15,190	7.8%
All ranks	23,390	7.8%	22,130	8.8%	20,070	9.5%	22,850	8.1%
Institutions offering only baccalaureate degrees								
Professor	$26,780	6.7%	$27,030	9.4%	$22,540	9.0%	$24,970	9.1%
Associate professor	22,190	8.4%	20,430	9.2%	18,640	8.3%	20,010	8.6%
Assistant professor	18,730	9.0%	16,720	8.9%	15,810	8.4%	16,750	8.7%
Instructor	15,060	8.3%	13,810	9.1%	13,350	8.7%	13,900	8.7%
All ranks	20,740	8.7%	20,210	9.2%	17,890	8.6%	19,300	8.8%
2-year institutions with academic ranks								
Professor	$26,200	8.0%	$23,750	8.2%	$17,720	11.7%	$25,920	8.1%
Associate professor	22,630	6.9%	19,090	7.2%	16,280	8.4%	22,420	7.1%
Assistant professor	19,090	9.2%	14,390	7.8%	14,130	8.8%	18,830	8.6%
Instructor	15,960	7.4%	11,750	7.0%	11,600	9.9%	15,480	7.4%
All ranks	20,740	7.9%	16,010	8.4%	14,440	9.6%	20,390	8.4%
Institutions without academic ranks								
All faculty members	$22,050	9.7%	$15,530	8.2%	$14,710	10.6%	$21,560	9.6%
All institutions except those without academic ranks								
Professor	$31,200	8.7%	$32,650	9.0%	$24,850	9.7%	$30,890	8.8%
Associate professor	23,800	8.2%	23,200	9.7%	20,100	8.8%	23,270	8.5%
Assistant professor	19,470	8.7%	18,660	9.4%	16,750	8.7%	18,970	8.8%
Instructor	15,570	8.3%	14,600	9.2%	13,620	9.1%	15,140	8.6%
All ranks	24,150	8.6%	24,290	9.3%	19,480	9.1%	23,650	8.7%

Note: Average salaries do not include fringe benefits; they are based on data from 2,550 institutions. Percentage increases are based on data from 2,252 institutions reporting comparable salary data for both years.

SOURCE: AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS

Total Graduate Enrollment Increased 1 Pct. Last Fall

Last fall, graduate-school enrollment increased in five areas of study but declined in education, according to a national survey by the Council of Graduate Schools in the U.S. and the Graduate Record Examinations Board.

In education, enrollment was down nearly 3 per cent from the previous fall.

Enrollment was up 8 per cent in engineering; up more than 5 per cent in the physical sciences; up more than 2 per cent in the social sciences; and up about 2 per cent in both the humanities and the biological sciences.

Total graduate enrollment, for all disciplines, was about 1 per cent higher in the fall of 1980 than it had been in the fall of 1979.

The number of students enrolled for the first time in graduate programs increased by 1.6 per cent last fall, the survey found.

Private institutions with graduate programs only at the master's-degree level reported enrollment declines in every area of study except the biological sciences.

First-time graduate enrollment in the biological sciences was up about 1 per cent at those institutions, but down nearly 10 per cent at private institutions offering the Ph.D.

The number of black students enrolled in graduate programs declined by nearly 3 per cent last fall, while graduate enrollment of Hispanics and Asian Americans increased by more than 7 per cent.

Despite the decline in enrollment of graduate students in education, the number of teaching and research assistants in education increased.

The number of doctoral degrees granted during the 1979-80 academic year was up 3 per cent over the previous year, while the number of doctoral degrees in the humanities dropped 4.6 per cent, according to the survey.

The survey data were based on reports from 311 of the 358 graduate schools that are members of the Council of Graduate Schools. The member schools account for 99 per cent of the Ph.D.'s and 85 per cent of the master's degrees awarded each year, the council said.

—JACK MAGARRELL

Enrollment in U.S. Law Schools by Sex, Race, and Ethnic Group

	1975-76	1976-77	1977-78
Total enrollment	116,991	117,451	118,557
Men	77.15%	74.47%	72.55%
Women	22.85%	25.53%	27.45%
Caucasian	92.56%	91.89%	91.91%
Black	4.38%	4.69%	4.47%
Mexican	1.11%	1.27%	1.19%
Puerto Rican *	0.28%	0.28%	0.29%
Other Hispanic	0.46%	0.47%	0.67%
Asian, Pacific	0.94%	1.13%	1.16%
American Indian, Alaskan	0.25%	0.25%	0.31%

	1978-79	1979-80	1980-81
Total enrollment	121,606	122,801	125,397
Men	69.73%	68.55%	66.47%
Women	30.27%	31.45%	33.53%
Caucasian	91.84%	91.85%	91.51%
Black	4.64%	4.28%	4.43%
Mexican	1.20%	1.27%	1.29%
Puerto Rican *	0.36%	0.44%	0.39%
Other Hispanic	0.70%	0.58%	0.73%
Asian, Pacific	1.17%	1.26%	1.34%
American Indian, Alaskan	0.32%	0.32%	0.31%

* Puerto Rican students enrolled in Puerto Rico not included.

SOURCE: AMERICAN BAR ASSOCIATION SURVEYS OF LAW SCHOOLS ACCREDITED BY A.B.A.

FACT-FILE

Changes in Graduate Education from Fall, 1979, to Fall, 1980

Graduate enrollment

	Education	Humanities	Social sciences	Physical sciences	Engineering	Biological sciences
First-time graduate students						
Public institutions						
Ph.D.-granting	− 2.3%	+ 2.4%	+ 5.0%	+ 5.2%	+12.6%	+ 5.2%
Master's only	− 1.2%	−12.5%	− 2.3%	− 0.1%	+ 3.4%	+ 9.7%
All public	− 2.1%	+ 0.4%	+ 3.9%	+ 4.9%	+11.9%	+ 5.6%
Private institutions						
Ph.D.-granting	− 1.2%	+ 2.1%	+ 0.5%	+13.6%	+10.7%	− 9.8%
Master's only	+ 5.6%	− 8.2%	− 7.7%	−12.6%	−29.3%	+ 0.9%
All private	+ 0.1%	+ 1.6%	− 1.2%	+12.9%	+ 9.0%	− 8.7%
Public and private combined						
Ph.D.-granting	− 2.2%	+ 2.3%	+ 3.7%	+ 7.5%	+11.8%	+ 2.3%
Master's only	− 0.5%	−12.0%	− 4.3%	− 1.5%	− 4.7%	+ 8.0%
All institutions	− 1.8%	+ 0.8%	+ 2.4%	+ 6.9%	+10.7%	+ 2.9%
All graduate students						
Public institutions						
Ph.D.-granting	− 3.2%	+ 2.8%	+ 2.0%	+ 5.7%	+ 7.8%	+ 0.9%
Master's only	− 1.3%	− 6.5%	+ 2.0%	+ 7.6%	+17.8%	+ 2.5%
All public	− 2.7%	+ 1.7%	+ 2.0%	+ 5.8%	+ 8.5%	+ 1.0%
Private institutions						
Ph.D.-granting	− 3.1%	+ 3.5%	+ 4.8%	+ 5.4%	+ 8.2%	+ 4.7%
Master's only	− 3.6%	− 3.9%	− 0.7%	− 1.0%	− 3.2%	+15.9%
All private	− 3.2%	+ 3.2%	+ 3.8%	+ 5.3%	+ 7.8%	+ 5.7%
Public and private combined						
Ph.D.-granting	− 3.2%	+ 3.0%	+ 2.8%	+ 5.6%	+ 7.9%	+ 1.5%
Master's only	− 1.6%	− 6.3%	+ 1.1%	+ 6.8%	+13.6%	+ 4.5%
All institutions	− 2.8%	+ 2.0%	+ 2.5%	+ 5.7%	+ 8.3%	+ 1.8%

By ethnic group	Black	Hispanic	American Indian	Asian American	White	Other
First-time graduate enrollment						
Ph.D-granting institutions	− 3.2%	− 4.7%	−10.3%	+ 7.3%	+ 0.5%	+ 9.1%
Master's only	−14.6%	+ 9.6%	+ 3.1%	− 5.8%	+ 8.1%	−35.8%
Total first-time	− 7.0%	− 2.8%	− 8.5%	+ 6.4%	+ 1.4%	+ 5.2%
Total graduate enrollment						
Ph.D-granting institutions	− 2.2%	+ 8.0%	− 0.8%	+ 6.7%	+ 1.2%	+ 0.1%
Master's only	− 4.6%	+ 6.0%	0.0%	+18.1%	+ 1.9%	− 5.1%
Total	− 2.7%	+ 7.6%	− 0.7%	+ 7.8%	+ 1.3%	− 0.6%

	Ph.D-granting institutions		Master's only		All institutions	
By sex	Men	Women	Men	Women	Men	Women
First-time enrollment	+ 2.1%	+ 4.1%	− 8.0%	− 3.1%	+ 0.6%	+ 2.8%
Total enrollment	− 0.4%	+ 2.4%	− 2.1%	+ 3.9%	− 0.6%	+ 2.7%

Degrees awarded, by discipline area

	Education	Humanities	Social sciences	Physical sciences	Engineering	Biological sciences
Ph.D. degrees						
Public	+ 2.9%	+ 0.6%	− 4.0%	+ 1.2%	+ 0.1%	+ 5.7%
Private	+ 3.7%	−12.2%	− 0.9%	− 4.2%	+ 1.7%	+ 7.3%
Total	+ 3.1%	− 4.6%	− 2.8%	− 0.6%	+ 0.7%	+ 6.1%
Master's degrees						
Public	− 4.2%	− 5.0%	+ 2.4%	+ 0.9%	+ 1.6%	+ 1.6%
Private	−18.4%	− 4.8%	+ 6.0%	+ 6.9%	+15.0%	+ 3.2%
Total	− 6.6%	− 4.9%	+ 3.5%	+ 2.4%	+ 6.0%	+ 1.8%

Graduate assistantships and fellowships at Ph.D.-granting institutions

	Education	Humanities	Social sciences	Physical sciences	Engineering	Biological sciences
Teaching assistants						
Public	+ 2.6%	+ 1.6%	+ 3.6%	+ 2.5%	+11.8%	+ 4.0%
Private	+13.8%	+ 4.7%	− 1.2%	+ 4.6%	+11.7%	+ 3.9%
Total	+ 3.2%	+ 2.2%	+ 2.7%	+ 2.9%	+11.8%	+ 4.0%
Research assistants						
Public	+ 7.9%	+12.8%	+ 3.5%	+ 5.9%	+ 1.5%	+ 4.5%
Private	− 8.3%	+25.9%	+ 4.2%	+ 2.2%	+ 7.3%	− 1.6%
Total	+ 5.5%	+15.9%	+ 3.7%	+ 4.8%	+ 3.4%	+ 3.9%
Nonteaching, nonresearch fellowships						
Public	+ 9.9%	+ 9.1%	+10.0%	+14.8%	+33.6%	+ 3.8%
Private	−23.0%	− 7.6%	− 8.2%	+ 8.4%	+ 9.3%	+ 0.4%
Total	+ 2.9%	− 0.9%	+ 0.9%	+12.3%	+21.0%	+ 2.8%

SOURCE: SURVEY BY THE COUNCIL OF GRADUATE SCHOOLS AND GRADUATE RECORD EXAMINATIONS BOARD

In Brief *Continued from Page 2*

investment staff within the foundation. Franklin A. Thomas, president of the foundation, said the salaries were as much as 30 per cent below industry averages.

Jon Hagler, the foundation's vice-president and treasurer, who reportedly received a yearly salary in excess of $100,000, resigned because of disagreement with the trustees' decision.

In another development, three program officers filed a complaint with the Equal Employment Opportunity Commission, charging the foundation with age discrimination. They were among 30 staff members who were notified last month that their contracts would not be renewed.

■ Study Ranks Top Programs in Black Studies

Black studies, after years of turmoil, have become "a stabilized area of academic study and research," according to the report on recent research by Gerald A. McWorter, director of Afro-American studies at the University of Illinois.

The report names the top five such departments in the country, based on their faculty members' publications in major black-studies journals, their representation on the boards of black-studies journals and organizations, and their development of graduate programs.

Listed in order, the programs identified by the McWorter study as the top five were at Howard University, Atlanta University, Cornell University, the University of Illinois, and Ohio State University.

The Professionalization of Achievement in Black Studies: A Report on Ranking Black Studies in Universities and Colleges, is available for $5 from the Chicago Center for Afro-American Studies, Box 7610, Chicago 60680.

■ Conn. Institutions Agree to Divide Graduate Programs

The University of Connecticut and the four Connecticut state colleges have agreed on a division of master's-degree programs between the two systems. The aim, state officials said, is more efficient planning and use of resources.

Under terms of the three-year agreement, the university will not offer master's-degree or sixth-year certificate programs on regional campuses beyond those offered this year and will not offer master's degrees in library science or industrial technology.

The state colleges, in turn, agreed not to offer master's degrees in business administration or public administration.

The agreement, approved by trustees of both the university and the state colleges, also specifies 23 disciplines—including eight engineering specialties—in which the state colleges will not offer master's degrees.

■ Correction

An article on a fiscal 1981 appropriations bill in *The Chronicle*, June 8, incorrectly stated that a House-Senate conference committee had voted to cut $37.5-million from research programs in the National Science Foundation. The committee voted to cut $46-million.

JUNE

15

1981

FACT-FILE

Proportion of Degrees Awarded to Women

Bachelor's Degrees

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Agriculture and natural resources	9.7%	14.1%	18.3%	22.2%	24.6%	27.1%
Architecture and environmental design	14.8%	17.4%	19.2%	21.4%	23.7%	25.8%
Area studies	54.3%	55.1%	55.5%	56.0%	59.7%	58.2%
Biological sciences	31.5%	33.3%	34.8%	36.4%	38.7%	40.6%
Business and management	13.1%	16.4%	19.8%	23.6%	26.4%	30.7%
Communications	38.4%	40.5%	41.5%	44.3%	46.9%	49.9%
Computer and information sciences	16.4%	19.0%	19.8%	23.9%	25.8%	28.1%
Education	73.5%	73.3%	72.8%	72.2%	72.5%	73.2%
Engineering	1.6%	2.2%	3.2%	4.5%	6.7%	8.3%
Fine and applied arts	60.2%	61.9%	60.9%	61.4%	62.0%	62.5%
Foreign languages	76.4%	77.0%	76.4%	76.2%	76.1%	76.0%
Health professions	77.4%	77.8%	78.8%	79.2%	80.6%	82.0%
Home economics	96.4%	96.0%	95.9%	95.9%	95.6%	95.2%
Law	10.5%	14.2%	18.8%	27.5%	28.6%	40.4%
Letters	58.0%	57.3%	56.9%	56.7%	57.2%	58.0%
Library science	92.6%	92.5%	93.1%	90.9%	88.4%	94.6%
Mathematics	41.0%	42.0%	40.7%	41.6%	41.3%	41.7%
Military science	0.3%	0.0%	0.2%	0.3%	2.3%	3.5%
Physical sciences	16.6%	18.4%	19.2%	20.1%	21.5%	22.6%
Psychology	50.5%	52.7%	54.4%	56.7%	58.9%	61.3%
Public affairs and services	43.5%	45.6%	43.7%	45.1%	49.6%	53.5%
Social sciences	36.6%	37.4%	37.9%	39.4%	40.6%	42.0%
Theology	28.1%	27.4%	27.3%	25.7%	24.1%	25.6%
Interdisciplinary studies	37.1%	42.2%	45.0%	47.0%	47.2%	49.9%
All disciplines	44.4%	45.4%	45.6%	46.2%	47.2%	48.3%

Master's Degrees

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Agriculture and natural resources	9.8%	11.8%	14.3%	14.6%	18.7%	20.2%
Architecture and environmental design	18.4%	20.3%	20.8%	22.5%	26.0%	28.5%
Area studies	38.9%	43.2%	45.3%	46.9%	47.8%	49.0%
Biological sciences	30.6%	30.0%	31.8%	33.8%	35.5%	37.7%
Business and management	6.6%	8.4%	11.6%	14.3%	16.9%	19.1%
Communications	36.8%	42.1%	41.8%	44.4%	49.2%	48.5%
Computer and information sciences	12.9%	14.7%	14.5%	16.7%	18.7%	18.8%
Education	59.9%	62.2%	64.3%	65.8%	67.7%	68.6%
Engineering	2.3%	2.4%	3.6%	4.4%	5.3%	6.1%
Fine and applied arts	45.9%	46.8%	48.9%	51.2%	52.1%	53.9%
Foreign languages	66.1%	66.9%	66.7%	69.5%	70.8%	69.6%
Health professions	60.2%	61.8%	66.5%	67.9%	70.3%	71.1%
Home economics	91.1%	89.3%	91.5%	91.1%	91.9%	91.2%
Law	7.1%	8.0%	12.0%	13.2%	14.6%	15.5%
Letters	56.6%	58.8%	58.3%	59.5%	61.8%	61.3%
Library science	77.8%	78.8%	78.3%	79.6%	80.0%	80.4%
Mathematics	31.0%	32.9%	34.0%	35.1%	44.0%	34.7%
Military science	0.0%	0.0%	0.0%	2.3%	2.2%	0.0%
Physical sciences	14.6%	14.5%	15.0%	16.6%	17.0%	18.2%
Psychology	39.8%	42.9%	46.7%	48.1%	52.0%	54.1%
Public affairs and services	45.3%	44.6%	45.3%	45.5%	47.9%	50.8%
Social sciences	28.8%	30.0%	31.6%	32.9%	33.2%	35.3%
Theology	27.2%	30.9%	32.1%	31.4%	30.5%	32.0%
Interdisciplinary studies	45.8%	47.7%	46.5%	37.1%	37.5%	38.8%
All disciplines	43.1%	44.8%	46.4%	47.1%	48.3%	49.1%

First Professional Degrees

	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79
Chiropractic	*	*	9.3%	8.5%	10.0%	10.6%
Dentistry	2.0%	3.1%	4.5%	7.4%	11.2%	11.9%
Law, general	11.5%	15.1%	19.2%	22.5%	26.0%	28.5%
Medicine	11.2%	13.2%	16.2%	19.2%	21.5%	23.1%
Optometry	4.2%	5.0%	7.7%	11.0%	13.1%	13.0%
Osteopathic medicine	2.8%	5.3%	7.2%	8.8%	12.5%	15.7%
Pharmacy	*	*	29.6%	27.5%	30.2%	36.0%
Podiatry or podiatric medicine	1.1%	1.1%	2.6%	3.3%	4.8%	7.2%
Theological professions, general	5.5%	6.8%	7.6%	9.5%	11.3%	13.1%
Veterinary medicine	11.2%	15.9%	18.1%	22.8%	24.5%	28.9%
Other	26.1%	11.0%	10.0%	47.8%	*	*
All fields	9.9%	12.5%	15.6%	18.7%	21.5%	23.6%

* Data not available

SOURCE: "DEGREE AWARDS TO WOMEN," PUBLISHED BY NATIONAL CENTER FOR EDUCATION STATISTICS

Businesses Cut Plans for Liberal-Arts Hiring

EVANSTON, ILL.

A survey of 105 major industrial corporations has revealed a sharp downward revision in the number of liberal-arts graduates they plan to hire this year.

Between November and May, the corporations reduced by 25 per cent the number of 1981 graduates in liberal arts and other nontechnical fields that they expected to hire.

However, the corporations said they planned to hire more 1981 graduates in most other areas than they had estimated in November—5 per cent more in sales and marketing; 4 per cent more in engineering, science, and other technical areas; and 1 per cent more in accounting and business administration.

The report was compiled by Frank S. Endicott, director of Northwestern University placement surveys.

At the master's-degree level, the number of graduates that businesses expected to recruit was up 15 per cent in accounting and business administration; up 4 per cent in engineering, science, and other technical disciplines; and unchanged in liberal arts and other nontechnical fields.

The 105 companies plan "to hire more college and university graduates from 1981 classes than were hired from the classes of 1980," Mr. Endicott reported. "In these companies, the job market for college graduates remains good, especially for those with technical or business training."

A report released in April by the College Placement Council indicated that starting salaries offered bachelor's-degree graduates in engineering this spring were 8 to 12 per cent above last year's. Salary offers to business graduates were 9 to 11 per cent higher than last year's.

Students majoring in petroleum engineering received the highest offers at the bachelor's-degree level: an average of $26,244.

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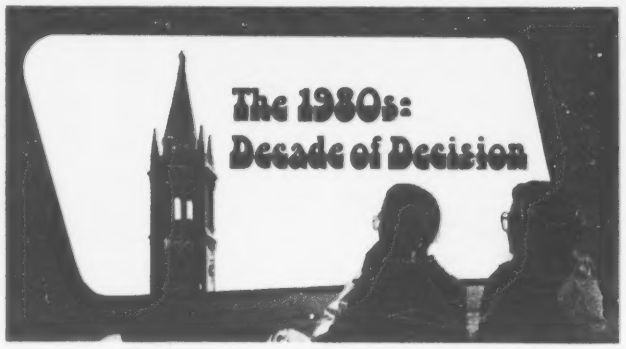

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Note Pad

While Democrats on the House Education and Labor Committee were struggling last week to come up with more than $12-billion in spending reductions for programs under the panel's jurisdiction, they declined to let the committee's Republicans in on their deliberations. They held Democratic caucuses, rather than official sessions of the committee.

When the full committee finally did meet to vote on the cuts ordered by the Congressional budget resolution for the coming fiscal year, the Democrats' secretiveness led the ranking minority member of the committee, Rep. John M. Ashbrook of Ohio, to remark, "Having served on the Intelligence Committee, I can say that if our nation's secrets were as secure as the Democrats' plan has been, I'd have fewer concerns about our national defense."

■

At the same meeting, Rep. Carl D. Perkins, the staunch liberal Democrat from Kentucky who chairs the House Education and Labor Committee, left no doubt about his distaste for being forced to recommend sweeping cutbacks in spending to reconcile the costs of his panel's programs with the amount allowed for them by the Congressional budget resolution.

"We are meeting against our wills, and we are meeting with a gun pointed at our heads," he said. "We are only making these cuts because the House Budget Committee has said that if we don't, they will.

"The majority of this committee has decided that we would rather fashion the cutbacks so as to be least harmful, rather than to rely on the hard-hearted actions of those who brought us to this situation in the first place."

But, Mr. Perkins said, "I want to make this clear—In all my years in Congress, I have never witnessed an action more ill-advised, more insensitive, or more threatening to the rightful operation of the legislative process than these so-called reconciliation instructions."

■

The Senate recently received the official nomination of Thomas P. Melady to be the Department of Education's Assistant Secretary for postsecondary education—more than a month after it had been announced. Administration officials now are looking for lower-level appointees to assist Mr. Melady.

Edward M. Elmendorf, president of Johnson State College in Vermont, is said to be in line for Deputy Assistant Secretary for student financial assistance—the department's top student-aid post.

Sven Groennings, a former aide to Sen. Robert T. Stafford, Republican of Vermont, is rumored to be under consideration for the position of director of the Fund for the Improvement of Postsecondary Education.

■

Reports during the past year of researchers who faked the results of their studies or plagiarized other researchers' work have led the Reagan Administration to consider ways to put a tighter rein on scientists supported by federal grants, says Richard S. Schweiker, Secretary of Health and Human Services.

Nothing definite has been decided, Secretary Schweiker says, but within the next couple of months, measures to tighten scrutiny over federally financed research projects will be announced.

Washington

Incentives Called Necessary for Industry to Invest in University Genetic Research

By Cheryl M. Fields

WASHINGTON

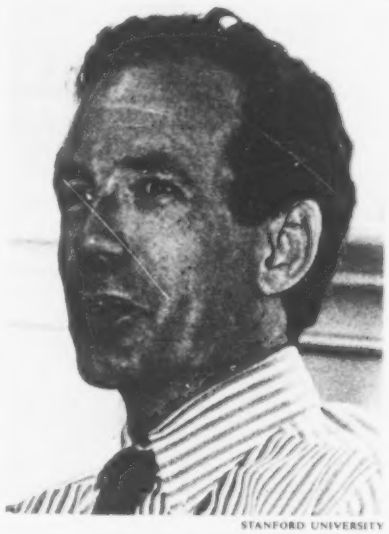
If advances in genetic engineering are to be translated into commercially and medically useful products, industry should be given more incentives to invest in university research, Donald Kennedy, president of Stanford University, told Congress last week.

Mr. Kennedy was one of several academics who testified at a hearing held by the House of Representatives Committee on Science and Technology to investigate the "ethical and institutional considerations" connected with research universities' involvement in the commercial use of genetic technologies.

He acknowledged that closer ties between universities and industry raise sensitive questions about potential conflicts of interest. The conditions for such ties, he added, "need to be carefully structured, if a highly evolved and highly efficient mechanism for doing basic scientific work is not to be unwittingly damaged."

But without more incentives for industry to invest in campus research, Mr. Kennedy said, the commercial development of advances in genetic research will continue to take place through agreements between individual faculty members and outside companies.

If that continues, he said, it could produce conflicts between faculty members' obligations to university research programs and to students and "their obligations to the corporations in which they have consultancies or equity."



STANFORD UNIVERSITY

Stanford's Donald Kennedy: Ties between industry and universities "need to be carefully structured."

A number of new companies have been set up, many with the involvement of university scientists, to develop commercial applications of breakthroughs in genetic research—for example, large-scale production of insulin and the human growth hormone.

Many established chemical and pharmaceutical companies also are interested in genetic engineering and have hired university scientists as consultants.

If ways to increase financial incentives for industry, such as giving tax credits to companies that sponsor basic research at universities, could be worked out, Mr. Kennedy said, it could keep "the effective basic-research organizations of universities intact" and also allow companies to realize longer-range benefits from their investments "through the making of specific affiliation and licensing agreements."

Paul E. Gray, president of the Massachusetts Institute of Technology, said that carefully structured relationships with industry were the key to translating biomedical advances into commercial use.

He said that over the years M.I.T. had made several types of research and licensing agreements with industry. About 9 per cent of the research at the institute sponsored by outside sources now was financed by industry, he said, perhaps two or three times as much as at most universities.

"The development and licensing of bio-

Continued on Page 14, Column 4

Tight Restrictions on Students' Eligibility for Aid Approved by Congressional Panels

WASHINGTON

Congressional committees last week approved sharp new restrictions on students' eligibility to receive Guaranteed Student Loans and Pell Grants.

The restrictions were adopted as the committees worked to make reductions in federal spending ordered by a Congressional budget resolution for the coming fiscal year.

Both the Senate Labor and Human Resources Committee and the House Education and Labor Committee voted to limit Guaranteed Student Loans to families making $25,000 or less. They also decided to increase the interest rate charged in a new program of guaranteed loans to parents of college students from 9 to 14 per cent.

Other details of the committees' plans, including ways to cut loan costs and stem the growth of the Pell Grant program, differed considerably.

The Senate committee made deeper cuts than its House counterpart in the National Endowments for the Arts and the Humanities. On the other hand, the Senate panel was more generous than the House committee to the National Institute of Education and to vocational education.

The Congressional budget resolution required the House committee to find ways to save $12-billion in education and labor programs in fiscal 1982, which begins October 1. The Senate panel was instructed to cut $11-billion from programs under its jurisdiction.

Now, the Senate and House Budget Committees will each take the recommendations from these and other committees and fashion one package for their respective houses to vote on. Then the measures will go to a House-Senate conference committee to settle differences between the two houses' spending plans.

Following are summaries of the actions taken by the two committees last Wednesday.

House

With both Democratic and Republican members expressing unhappiness over the extent of the cuts they had to make, the House Committee on Education and Labor approved a plan that would:

▶ Limit eligibility for guaranteed loans to students from families with incomes of $25,000 or less.

▶ Limit the maximum Pell Grant available to $1,800 instead of the $2,100 authorized by law.

▶ Cut $50-million from the $550-million College Work-Study program.

▶ Eliminate the $77-million State Student Incentive Grant program.

Setting the family-income ceiling on eligibility for guaranteed loans is expected to reduce loan volume by 50 per cent, said one member of the committee's staff. At present, there is no family-income restriction on students' eligibility for the loans.

Imposing the income ceiling on guaranteed loans would repeal a key provision of the Middle Income Student Assistance Act of 1978, which eliminated any restriction on family income in order to open the program to more struggling middle-class students.

Before that act was passed, students from families earning more than $25,000 could obtain guaranteed loans, but only students from families earning $25,000 or less could receive federal interest subsidies on them. Under the plan adopted by the House panel, no student from a family with an income of over $25,000 could receive a guaranteed loan at all.

Another major change in the loan program would require students to pay the bank a 3.5-per-cent "assessment fee" on their loans. Banks would deduct this from the amount a student received right at the time the loan was made. Thus, a student who obtained a $2,500 loan would have $87.50 deducted from it before he or she received the check from the bank.

The fee would be used to reduce the

Continued on Following Page

FACT-FILE

Revised 1981 Appropriations for Education and Science Programs

President Reagan has signed into law a bill that will slice $80 from each student's Pell Grant next fall and cut funds for a wide range of other federal programs aiding higher education.

The measure takes back money already appropriated for some federal programs and provides additional money for others for fiscal 1981, which ends September 30. It was cleared for final White House approval after the House and Senate approved the compromise bill drafted by a conference committee.

Following are the provisions of interest to higher education:

	Fiscal 1981 appropriations	Supplementals (+) and rescissions (−)	Revised fiscal 1981 appropriations
DEPARTMENT OF EDUCATION			
Pell Grants †	$2,159,000,000	+$445,000,000	$2,604,000,000
Guaranteed Student Loans ‡	1,950,296,000	−36,530,000	1,913,766,000
National student-aid commission	0	+250,000	250,000
Programs for the disadvantaged	159,500,000	−3,000,000	156,500,000
Educational outreach	15,000,000	−12,800,000	2,200,000
Graduate support			
Graduate / professional opportunities	11,000,000	−1,000,000	10,000,000
Public-service fellowships	2,000,000	0	2,000,000
Mining fellowships	1,150,000	−1,150,000	0
Institutional assistance			
Veterans' cost of instruction	12,039,000	−6,020,000	6,019,000
College housing loans	14,550,000	−14,271,000	279,000
Architectural-barriers removal	10,000,000	−10,000,000	0
Library resources			
College libraries	4,988,000	−2,000,000	2,988,000
Training and demonstration	1,167,000	−250,000	917,000
Professional development			
Teacher Centers	13,000,000	−3,900,000	9,100,000
Teacher Corps	30,000,000	−7,500,000	22,500,000
Pre-College Science Teacher Training	2,500,000	−625,000	1,875,000
Vocational education	776,880,000	−98,442,000	678,438,000
Adult education	120,000,000	−20,000,000	100,000,000
Women's educational equity	10,000,000	−1,875,000	8,125,000
Rehabilitation training	25,500,000	−3,825,000	21,675,000
National Institute of Handicapped Research	35,000,000	−5,250,000	29,750,000
Legal training	4,000,000	0	4,000,000
National Institute of Education	74,114,000	−8,500,000	65,614,000
National Center for Education Statistics	9,947,000	−1,000,000	8,947,000
Institute of Museum Services	12,857,000	0	12,857,000
Education of the handicapped			
Innovation and development	20,000,000	−5,000,000	15,000,000
Personnel development	58,000,000	−14,500,000	43,500,000
Vocational, postsecondary programs	4,000,000	−1,050,000	2,950,000
DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Alcohol, Drug Abuse, and Mental Health Administration			
Mental-health research and training	244,912,000	−20,368,000	224,544,000
Drug-abuse research and training	53,644,000	−1,403,000	52,241,000
Alcoholism research and training	28,072,000	−914,000	27,158,000
Health Resources Administration			
Health-professions education, total	505,532,000	−158,189,000	347,343,000
Institutional assistance			
Enrollment-based grants	65,428,000	−65,428,000	0
Start-up assistance	1,790,000	0	1,790,000
National Health Service Corps scholarships	79,500,000	−16,100,000	63,400,000
Health-professions student loans	16,500,000	0	16,500,000
Dental-health education	4,000,000	−2,650,000	1,350,000
Public-health and health-administration training	23,450,000	−8,050,000	15,400,000
Allied health	6,700,000	−5,700,000	1,000,000
Primary care/family-medicine training	60,000,000	−3,050,000	56,950,000
Emergency medical training	3,000,000	−3,000,000	0
Improvement and development	8,500,000	−8,500,000	0
Nursing programs			
Enrollment-based grants	24,000,000	−14,000,000	10,000,000
Advanced nurses' training	12,000,000	0	12,000,000
Nurse practitioner	13,000,000	0	13,000,000
Special projects	15,000,000	−3,000,000	12,000,000
Traineeships	13,000,000	0	13,000,000
Scholarships	9,000,000	−9,000,000	0
National Institutes of Health			
Cancer Institute	1,001,398,000	−10,785,000	990,613,000
Heart, Lung, and Blood Institute	560,301,000	−9,950,000	550,351,000
Institute of Dental Research	71,281,000	0	71,281,000
Institute of Arthritis, Metabolism, Digestive Diseases	372,081,000	−2,113,000	369,968,000
Institute of Neurological Disorders and Stroke	253,953,000	−997,000	252,956,000
Institute of Allergy and Infectious Diseases	232,479,000	0	232,479,000
Institute of General Medical Sciences	335,687,000	−1,571,000	334,116,000
Institute of Child Health and Human Development	223,618,000	−2,694,000	220,924,000
Institute on Aging	76,116,000	−377,000	75,789,000
Eye Institute	120,262,000	−2,137,000	118,125,000
Institute of Environmental Health	97,272,000	−3,630,000	93,642,000
Research Resources	184,471,000	−8,623,000	175,848,000
Library of Medicine	44,730,000	0	44,730,000
Total N.I.H.	3,604,524,000	−42,877,000	3,561,647,000
OTHER AGENCIES			
Action, VISTA	34,050,000	−3,207,000	30,843,000
Veterans' education and training	2,039,808,000	+467,500,000	2,507,308,000
National Science Foundation, total	1,095,990,000	−56,000,000	1,039,990,000
Research	1,009,000,000	−46,000,000	963,000,000
Science and engineering education	80,700,000	−10,000,000	70,700,000

† Supplemental and revised figures include $258,000,000 to cover deficit in previous year.
‡ Rescission would be in administrative allowances to colleges.

Restrictions

Continued from Preceding Page

costs of the interest subsidies that the federal government pays to banks that participate in the Guaranteed Student Loan program. The minimum loan repayment would increase from $360 to $600 a year.

Those changes, plus other administrative modifications in the program, would reduce spending for Guaranteed Student Loans in fiscal 1982 by about $500-million. The program will receive $2.6-billion this year.

The House Committee's plan would save an estimated $542-million in the Pell Grant program by limiting the maximum grant, reducing students' eligibility for grants if they receive Social Security or GI bill benefits, and making other administrative changes. It would allow the Secretary of Education to set standards to determine the education costs that may be considered in calculating a student's need for federal aid—dropping provisions approved last fall that give campus aid officers more discretion in determining education costs.

In other changes in the authorized spending ceilings for college-aid programs, the House plan would:

▶ Reduce the budget of the National Institute of Education from $74.1-million this year to $25-million.

▶ Cut spending for vocational education from $779.3-million this year to $685.7-million in fiscal 1982.

▶ Reduce the spending ceiling for the National Endowment for the Arts from $158.6-million this year to $126.9-million in fiscal 1982.

▶ Cut the budget of the National Endowment for the Humanities from $151.3-million this year to $121-million next year.

▶ Reduce the spending ceiling of the Institute of Museum Services from $12.9-million to $6.9-million.

Rep. Paul Simon, the Illinois Democrat who chairs the House Subcommittee on Postsecondary Education, said he hoped that amendments could be offered on the House floor to increase the spending ceilings for some of the higher-education programs. The amendments would include one to restore the $50-million cut in work-study and another to add $200-million to allow removal of the family-income ceiling in the Guaranteed Student Loan program.

Mr. Simon said that altogether about $1.4-billion was cut from programs over which his subcommittee has jurisdiction.

Senate

In its spending-reduction package, the Senate Labor and Human Resources Committee also approved a proposal to restrict eligibility for Guaranteed Student Loans to borrowers from families earning $25,000 or less a year. Students from families earning more would be allowed to borrow only if they demonstrated financial need.

Those new eligibility criteria would not take effect until October 1, to give lenders and colleges time to prepare for the changes. As a result, those criteria would not apply to most students applying for loans for academic 1981-82.

However, other loan-reform proposals approved by the Senate panel would affect many students' loans for this fall. Under provisions slated to take effect July 1, the Senate bill would:

▶ Increase the interest charged on National Direct Student Loans from 4 to 7 per cent.

▶ Require banks to charge students a 5-per-cent fee on the amount they borrow under the guaranteed-loan program. Federal subsidies paid to lenders would be reduced by the amount they collected in student fees.

▶ Extend eligibility for the new program of guaranteed loans to parents to graduate students and to spouses of self-supporting students.

According to committee estimates, the entire loan-reform package would save $525-million in fiscal 1982.

Although the plan would meet the terms of the budget resolution for 1982, it falls short of saving the required amount in the following two years, said Sen. Robert T. Stafford, Republican of Vermont and chairman of the panel's education subcommittee.

The Reagan Administration has proposed eliminating those interest subsidies.

To control the growing cost of the Pell Grant program, the Senate committee voted to impose a spending ceiling of $2.82-billion in fiscal 1982—$357-million less than what it would cost to provide students with the $1,800 maximum grants the House would allow.

The measure would leave it up to the Secretary of Education to propose ways to keep costs under the spending ceiling—by modifying elements of the eligibility formula, for example—subject to the approval of Congress.

Under existing law, there is no overall ceiling for the Pell Grant program.

The Senate committee also voted to lower the spending ceilings for many other higher-education programs in fiscal 1982, going along with most of the cuts proposed last month by its education subcommittee.

Spending for the National Endowment for the Humanities would be limited to $113.7-million next year—down from $151.3-million this year. The National Endowment for the Arts' budget would be $119.3-million, compared with $158.6-million this year.

However, the committee voted to add $9.6-million for grants to black colleges and other developing institutions—increasing the program's spending ceiling to $129.6-million for fiscal 1982. —CHERYL M. FIELDS AND JANET HOOK

High Court Bars Payroll Tax on Lodging and Food Benefits; Colleges May Be Affected

WASHINGTON

In an opinion that could affect payroll taxes paid by some colleges and universities, the Supreme Court ruled last week that an employer did not have to pay unemployment or social-security taxes on the value of food and lodging provided to employees for the employer's benefit.

The Internal Revenue Service was wrong in trying to collect taxes in such cases, the court said in a 6-to-3 ruling.

I.R.S. regulations, which the Supreme Court found to be inconsistent, say that fringe benefits of food and lodging, when provided for the employer's convenience, are not income for purposes of income-tax withholding but are income for purposes of determining unemployment and social-security taxes.

The case that came before the Supreme Court, *Rowan Companies, Inc. v. United States*, involved a company that provided meals and lodging to employees working on offshore oil rigs.

A federal district court, a court of appeals, and three dissenting Justices of the Supreme Court said the I.R.S. was justified in using different definitions of wages for different taxes.

The Supreme Court majority overruled the lower courts, holding that Congress intended its definition of wages to be interpreted in the same way for social-security and unemployment taxes as for income-tax withholding. —J. M.

NOTE

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2ICT WISCONSIN AVNW
WASHINGTON D C 20014

THE CHRONICLE
of Higher Education®

ISSN 0009-5982

June 22, 1981 • $1.25
Volume XXII, Number 18

News Summary

Articles on inside pages

Faculty members due to be laid off at Michigan State University have been given several options for terminating their employment. Story on Page 2.

"Homer," a computer program that provides pithy comments on students' writing samples, is one weapon in a campaign at the University of California at Los Angeles to improve students' writing. Story on Page 3.

Two more institutions have been added to the list of colleges and universities censured by the American Association of University Professors. Story on Page 4.

A plan to limit federally guaranteed loans to students from families earning less than $25,000 a year has been dropped by a House committee. Story on Page 11.

Title IX, an anti-sex-bias law, would only cover programs that directly receive federal funds, under a bill introduced by conservative Republican Senators. Story on Page 11.

The University of Pittsburgh wants the Supreme Court to review lower-court rulings ordering it to give data on faculty salaries to a federal agency. Story on Page 13.

Academics and civil-rights leaders debated whether affirmative-action plans undermined "merit" in hiring and college admissions during a Senate hearing last week. Story on Page 15.

Harsh criticism of Japanese undergraduate education by foreign faculty members has "shocked" Japanese educators. Story on Page 17.

A philosopher teaching at Oxford University has been stripped of his Czechoslovak citizenship. Story on Page 17.

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AAUP Explores Links with 2 Rivals to Gain Members, Bolster Finances

By Beverly T. Watkins

WASHINGTON

Officials of the American Association of University Professors are exploring the possibility of affiliating with one or both of the country's other two national faculty organizations as a way of gaining more members and improving the association's financial condition.

The A.A.U.P. officials emphasize that they are not seeking a merger with either the American Federation of Teachers (A.F.L.-C.I.O.) or the National Education Association.

"The A.A.U.P. will never merge with anybody," says Irving J. Spitzberg, Jr., the general secretary.

However, Mr. Spitzberg said the association had held informal talks with the N.E.A. and had appointed a committee to hold more formal discussions about future relationships with both unions.

'We Can Only Shrink So Far'

Officials of both the A.F.T. and N.E.A. said their organizations were willing to discuss relations with the A.A.U.P.

A special A.A.U.P. subcommittee appointed last year to study the issue said that an alliance with one or both of the other two groups could give the association the additional members and income it needs.

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

"The A.A.U.P. will never merge with anybody," says Irving J. Spitzberg, Jr., the general secretary.

"Without a large increase in members, the A.A.U.P. will no longer be able to regard itself as *the* professional faculty organization," the subcommittee said. "Even if a shrinking number of members were willing to pay an increasing amount of money in dues, we can shrink only so far before we cease to be entitled to speak for higher education in America."

75,600 Members Now

The A.A.U.P. has 75,600 members today, an increase of 5,200 over 1980. However, the association would have lost members this year had it not gained 9,100 through an affiliation with the Professional Staff Congress, the A.F.T. local that represents faculty members at the City University of New York. In 1972, when the A.A.U.P. first endorsed collective bargaining, its membership was about 91,000.

The association estimates that today slightly under 60 per cent of its members belong to chapters that engage in collective bargaining.

An affiliation with the A.F.T., the N.E.A., or both would "dramatically increase our

Continued on Page 8, Column 1

Colleges May Have to Wait Several Weeks to Get Allotments for Direct Student Loans

By Janet Hook

WASHINGTON

It may be several weeks before colleges will know how much money they will have available to make loans to poor students this fall under the National Direct Student Loan program—and even then the awards may be subject to further change.

The Department of Education has delayed making final allocations to colleges, agency officials said, because of uncertainty about how much money will be available for the current fiscal year.

The loans are awarded on the basis of financial need to about 800,000 students a year.

Despite the uncertainty in the direct-loan program, an official said the Education Department was nearly ready to notify colleges of their final 1981-82 awards under two other campus-based federal aid programs—Supplemental Educational Opportunity Grants and College Work-Study.

However, the department may decide to hold back those notices until direct-loan allocations are calculated, so that colleges would be given their funds for all three programs at once, according to the official, Robert R. Coates of the department's student-aid office.

The Reagan Administration is considering whether to ask Congress to cut $14.8-million from the $200.8-million already appropriated for the direct-loan program in fiscal 1981—money that is to be spent on the campuses during the 1981-82 academic year. The Administration would do that by eliminating $14.8-million now earmarked for forgiving loans to students who become teachers of handicapped or poor students. The loans would still be can-

Continued on Page 15, Column 1

500 Colleges, Public TV Plan Adult-Learning Service

WASHINGTON

More than 500 colleges and universities will make academic credit available to adults who enroll in television courses that will be offered this fall as part of a new "adult-learning service," distributed by the Public Broadcasting Service.

In its first year, it will offer nine courses, which will be broadcast by 100 public television stations. Most of the participating institutions will offer two of the courses for credit; none will offer all nine, said Dee Brock, director of the service.

While figures on total enrollment won't be available until late August when the courses begin, Ms. Brock said, P.B.S. officials expect at least 20,000 students will sign up.

During the first year, the service will offer undergraduate courses, but eventually it plans informal courses of general interest to adults, career-oriented courses, and courses for professionals, Ms. Brock said.

The adult-learning service is being developed at the same time that the Corporation for Public Broadcasting is beginning to plan a series of new college-level courses with a $150-million grant from Walter H. Annenberg, the publisher of *TV Guide*.

The Annenberg grant will be used pri-

Continued on Page 16, Column 1

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FACT-FILE

Average Faculty Salaries at 2,500 Institutions

WASHINGTON

The following table shows the average faculty salary, in thousands of dollars, as reported for the 1980-81 academic year by more than 2,500 colleges and universities. The figures were compiled for the American Association of University Professors by Maryse Eymonerie Associates, McLean, Va., from data collected by the National Center for Education Statistics.

A national summary table, showing average salaries by rank and type of institution appeared in the June 15 issue of *The Chronicle*.

The figures listed below for individual institutions show average salaries, not including fringe benefits, for full-time faculty members, adjusted to a nine-month basis.

The Roman numerals, I, IIA, IIB, III, and IV refer to categories in the A.A.U.P. rating scale at right. The ratings are based on national percentile rankings. Institutions in category IV do not have academic ranks; their average salaries are shown in the column headed "Inst" (instructors).

Institutions marked with an asterisk are church-related colleges that have reported salaries for lay faculty members only. A blank space indicates that an institution has no faculty members at that rank; a dash indicates that the statistical sample is too small to be significant.

The table omits footnotes that qualify the figures reported by some institutions. The complete report is available from the A.A.U.P., One Dupont Circle, Washington 20036, at $10 for association members and $25 for nonmembers.

ALABAMA

	Prof	Asso Prof	Asst Prof	Inst
Ala A&M U, IIA	23.3	21.4	17.1	13.2
Ala Christian C, IV				12.8
Ala St U, IIA	24.1	21.6	18.2	15.4
Alexander City St JC, IV				19.8
Athens St C, IIB	25.5	23.7	19.4	
Auburn U, I	30.9	24.1	20.3	14.9
Montgomery, IIA	28.7	23.1	18.2	14.7
Birmingham-Southern C, IIB	22.3	17.8	15.8	
Brewer St JC, IV				20.6
Chattahoochee Valley CC, IV				19.0
Enterprise St JC, IV				20.0
Faulkner St JC, IV				20.1
Gadsden St JC, IV				19.9
G C Wallace St CC Dothan, IV				18.9
Selma, IV				19.5
Huntingdon C, IIB	16.6	14.4	14.1	
Jcksnville St U, IIA	25.7	24.5	20.1	17.6
Jeff Davis St JC,IV				18.4
Jefferson St JC, IV				20.6
J C Calhoun St CC, IV				19.7
Livingston U, IIA	22.1	18.2	15.2	
Lurleen B. Wallace St JC, IV				18.6
Marion Mil Inst, IV				13.7
NE Ala St JC, IV				18.7
NW Ala St JC, IV				19.7
Pat Henry St JC, IV				19.6
S D. Bishop St JC, IV				18.5
Selma U, IIB	—	—	—	7.8
Snead St JC, IV				20.1
Southeastern Bible C, IV				11.6
S Union St JC, IV				18.8
Spring Hill C*, IIB	22.1	18.7	16.3	13.2
Stillman C, IIB		14.8	13.5	—
Talladega C, IIB	20.2	16.9	15.2	13.3
Troy St U, IIA	24.1	20.0	18.0	14.6
Dothn-Ft Rckr, IIA		20.4	19.0	
Montgomery, IIA		17.2	14.7	16.7
Tuskegee Inst, IIA	25.2	20.0	16.9	14.1
U of Alabama, I	30.8	23.2	18.7	15.4
Birmingham, I	33.0	25.1	19.3	15.3
Huntsville, IIA	28.1	22.6	17.9	14.6
U of Montevallo, IIA	25.6	21.9	18.1	14.3
U of No Ala, IIA	28.5	23.0	19.5	16.1
U of So Ala, IIA	26.7	21.6	18.4	16.3
Walker C, IV				17.0
Wallace St CC, IV				18.4

ALASKA

S Jackson C, IV				16.6
U of Alaska Anchorage, IIA	44.7	35.6	28.1	23.3
Anchorage CC, IV				37.4
Fairbanks, I	45.5	38.6	31.2	26.4
Juneau, IIA		35.2	30.3	—
Kenai CC, IV				36.5
Ketchikan CC, IV				35.2
Kuskokwim CC, IV				45.6
Tanana Vly CC, IV				36.8

ARIZONA

Am Grad Sch of Managmt, IIA	24.5	20.8	17.8	—
Arizona St U, I	34.1	26.4	21.2	16.6
Ariz Wn C, IV				19.8
Cent Ariz C, IV				20.9
Cochise C, IV				19.0
E Ariz C, IV				21.5
Glendale CC, IV				27.0
Grnd Canyon C, IIB	22.6	19.7	15.3	
Maricopa Tech CC, IV				25.7
Mesa CC, IV				26.9
Phoenix C, IV				27.2
Scottsdale CC, IV				24.9
Mohave CC, IV				18.8
No Arizona U, I	32.9	26.9	21.6	17.1
Northland Pioneer C, IV				18.4
Pima CC, IV				20.6
Prescott Ctr C, IV				6.7
U of Arizona, I	35.2	26.2	21.1	16.3
Yavapai C, IV				20.7

ARKANSAS

Arkansas St U, IIA	25.7	22.1	17.5	14.4

ARKANSAS—Continued

	Prof	Asso Prof	Asst Prof	Inst
Arkansas St U Beebe, III		—	17.0	
Ark Tech U, IIB	21.9	19.4	17.6	14.4
Capti City JC, IV				13.4
Cntrl Bapt C, IIB	14.2			—
E Ark CC, IV				15.4
Garland Co CC, IV				15.9
Harding U, IIA	21.1	17.9	16.0	13.1
Henderson St U, IIA	22.4	18.7	15.7	13.5
Hendrix C, IIB	24.1	20.3	15.9	—
John Brown U, IIB	22.0	19.2	17.7	—
Miss Co CC, IV				14.6
N Ark CC, IV				17.4
Ouachita Bapt U, IIA	22.8	18.8	16.3	14.1
Philndr Smith C, IIB	—	13.5	11.9	
So Arkansas U, IIA	21.3	18.9	17.0	14.0
El Dorado, IV				13.9
Tech, IV				14.8
So Bapt C, IV				13.2
U of Arkansas, I	29.1	22.8	19.1	14.8
Little Rock, IIA	28.2	23.1	19.2	14.0
Monticello, IIB	22.5	19.2	16.1	14.2
Pine Bluff, IIB	21.1	18.7	16.6	13.1
U of Cntl Ark, IIA	23.1	19.0	17.0	14.3
Westark CC, IV				16.9

CALIFORNIA

A Hancock C, IV				26.3
Amer River C, IV				30.3
Antelope Vly C, IV				24.1
Art Ctr C of Design, IV				16.5
Azusa Pcfc C, IIA	21.1	17.3	15.2	—
Bakersfield C, III	31.3	26.1	23.5	18.9
Barstow C, IV				27.8
Bethany Bible C, IIB	—	18.4	17.0	
Biola C, IIA	24.5	20.4	18.0	14.5
Butte C, IV				26.8
Cabrillo C, IV				25.7
Cal Bapt C, IIB	17.8	18.1	14.6	
Cal C Arts Crafts, IIA	19.5	17.8		
Cal C of Podiatric Med, IIA	32.0	24.1	—	
Cal Inst of Art, IV				20.2
Cal Lutheran C, IIA	25.2	20.7	18.0	15.0
Cal Maritime Academy, IIB	—	—	21.4	
Cal St U and C Bakersfield, IIA	33.2	25.4	20.8	
Chico, IIA	33.2	25.6	21.7	16.7
Domnguez Hills, IIA	32.7	25.6	21.2	
Fresno, IIA	33.4	25.7	21.3	19.0
Fullerton, IIA	32.8	25.9	20.8	—
Hayward, IIA	33.2	26.1	20.8	—
Hmbldt St U, IIA	32.9	25.9	20.8	18.0
Long Beach, IIA	33.5	26.4	20.7	18.4
Los Angeles, IIA	33.3	25.7	21.3	
Northridge, IIA	33.2	25.6	21.1	18.4
Sacramento, IIA	33.2	25.9	21.0	—
San Bernrdino, IIA	32.9	25.5	20.9	—
San Dieg St U, IIA	33.8	26.0	21.3	18.7
San Fran St U, IIA	33.5	25.7	20.8	18.3
San Jos St U, IIA	33.5	25.7	21.1	19.4
Sonoma St U, IIA	33.1	26.1	20.6	
Stanislaus, IIA	33.2	25.8	20.8	
Cal Poly St U Pamona, IIA	33.0	25.1	20.6	
San Lu Obspo, IIA	32.8	25.7	20.9	—
Cal Western Sch of Law, IIA	29.7	26.4	—	
Canada C, IV				31.2
Cerritos C, IV				30.5
Cerro Coso CC, IV				22.0
Chabot C, IV				29.7
Chaffey C, III	29.9	26.5	22.7	
Chapman C, IIA	27.2	22.0	17.9	
Christ C Irvine, IIB	27.1	19.3	—	
Church Div Sch of Pcfc, IIA	23.2			
Citrus C, IV				27.2
Claremont Grad Sch, I	35.8	26.2	20.2	
Claremont Men's C, IIB	30.5	22.9	19.0	—
Coastline CC, IV				26.9
Coleman C, IIB				12.9
C of Alameda, IV				27.8
C of Canyons, IV				28.4
C of the Desert, III	35.8	32.5	28.0	—
C of Marin, IV				29.4
C of Notre Dame, IIA	23.5	18.8	15.5	13.6
C of Osteo Med Pcfc, IIA	29.3	22.5	19.2	
C of Redwoods, IV				27.0
C of S Mateo, IV				30.9

CALIFORNIA—Continued

	Prof	Asso Prof	Asst Prof	Inst
C of Sequoias, IV				29.9
C of Siskiyous, IV				27.2
Columbia C, IV				27.8
Compton CC, III	28.1	26.9	23.7	—
Contra Costa C, IV				31.4
Cosumnes River C, IV				30.4
Crafton Hills C, III	32.3	29.9	24.7	—
Cuesta C, IV				27.4
Cypress C, IV				27.5
De Anza C, IV				28.2
Deep Sprgs C, III				13.3
Diablo Vly C, IV				32.2
Dominican C of San Rafael, IIA	—	14.4	13.4	11.4
E Los Angls C, IV				29.7
El Camino C, IV				28.7
Evgrn Vly C, IV				30.6
Feathr Rvr C, IV				22.7
Foothill C, IV				28.5
Fresno City C, IV				28.6
Fresno Pcfc C, IV				18.8
Fuller Theo Sem, IIA	21.7	22.6	15.7	
Fullerton C, IV				29.4
Gavilan C, IV				23.1
Glendale CC, IV				28.1
Golden Gate U, IIA	37.8	33.0	25.4	
Golden West C, IV				30.3
Grossmont C, IV				25.8
Hartnell C, IV				25.4
Harvey Mudd C, IIB	31.9	23.3	17.2	—
Holy Names C, IIA	19.7	16.3	14.1	12.6
Imprl Vly C, IV				26.5
Indina Vly C, IV				27.3
Kings Rvr CC, IV				27.4
L Tahoe City C, IV				26.7
Laney C, IV				28.1
Lassen C, IV				27.9
Life Bible C, IV				11.9
Loma Linda U, I	19.0	18.2	16.7	14.8
LA Baptist C, IIB	—	17.6	—	
LA City C, IV				29.5
LA C of Chiro, IIA	—	—	—	14.4
LA Harbor C, IV				30.5
LA Mission C, IV				28.1
LA Pierce C, IV				30.6
LA Sthwest C, IV				28.8
LA Trade-Tech C, IV				30.2
LA Valley C, IV				30.9
L Medanos C, IV				29.0
Loyla Mrymt U, IIA	33.3	23.5	18.6	16.4
Mendocino C, IV				26.5
Menlo C, IV				20.0
Merced C, IV				26.9
Merritt C, IV				28.3
Mills C, IIA	28.9	22.2	18.3	15.6
Mira Costa C, IV				27.9
Mission C, IV				27.8
Modesto JC, IV				28.7
Monterey Penin C, IV				27.0
Moorpark C, IV				28.9
Mt St Mary's C, IIA	22.6	18.3	16.8	13.7
Mt San Antonio C, IV				30.1
Mt S Jacinto C, IV				27.5
Napa C, IV				25.5
National U, IIA	21.1	20.1	—	
Navl Postgrd Sch, I	39.4	30.9	24.4	
Northrop U, IIA	22.6	20.8	18.9	14.6
Occidental C, IIA	29.9	22.9	17.7	15.9
Ohlone C, III	30.2	27.6	25.0	23.1
Orange Coast C, IV				31.4
Otis Art Inst Parson Sch, IIA				19.2
Oxnard C, IV				26.6
Pcfc Christn C, IIB	17.2			—
Pcfc Luth Theo Sem, IIA	20.7			
Pcfc Oaks C, IV				14.4
Pcfc Sch of Religion, IIA	24.9	—		
Pcfc Union C, IIA	18.9	18.3	17.5	15.9
Palo Verde C, IV				22.9
Palomar C, IV				29.5
Pasadena City C, IV				27.1
Pepperdine U, IIA	29.0	23.5	19.4	
Pitzer C, IIB	28.1	20.5	17.3	
Point Loma C, IIA	22.4	19.3	15.8	13.9
Pomona C, IIB	32.6	22.9	16.7	—
Porterville C, III	30.4	26.5	22.2	
Rio Hondo C, III	28.2	26.1	24.1	21.0
Riverside City C, III		28.2	24.5	20.2
Sacramento City C, IV				29.7
Saddlbk City C, IV				31.1
St. Mary's C of Cal*, IIA	31.7	23.1	19.1	
San Bernardino Valley C, III	31.8	30.2	25.4	20.3
S Diego City C, IV				23.4
S Diego Mesa C, IV				24.5
S Francisco Art Inst, IV				17.6
S Francisco CC, IV				27.5
S Francisco Consv Music, IV				17.3
S Joaquin Delta C, IV				30.9
S Jose City C, IV				29.8
S Ana C, IV				27.8
S Barb City C, IV				29.0
S Monica C, IV				29.6
S Rosa JC, IV				29.4
Sch of Theo at Claremont, IIA	20.4			
Scripps C, IIB	29.7	23.1	18.6	
Shasta C, IV				26.0
Sierra C, IV				25.9
Skyline C, IV				29.1
Solano CC, IV				29.1
So California C, IIB	24.2	—	19.2	—
So California C of Optometry, IIA	29.6	—	22.4	18.4
Southwstn C, IV				28.5
SW U Sch Law, IIA	31.4	19.9		—
Stanford U, I	41.1	28.2	21.9	31.7
Taft C, IV				25.7
U of California Berkeley, I	39.7	25.9	21.5	
Davis, I	36.3	25.2	20.9	
Hstngs C Law, IIA	41.1	—	—	
Irvine, I	37.1	25.6	20.6	
Los Angeles, I	38.5	25.8	21.2	
Riverside, I	36.2	25.3	20.5	
San Diego, I	38.1	25.5	21.2	
San Francisco, I	36.6	29.1	22.6	
Santa Barbara, I	37.3	26.0	21.0	
Santa Cruz, I	35.9	25.1	21.0	

AAUP Rating Scale

Category I: University Level

	1+	1	2	3	4
Professor	$39,040	$35,420	$33,160	$31,070	$29,110
Associate professor	27,830	25,920	24,900	23,860	22,940
Assistant professor	22,230	20,840	20,080	19,290	18,640
Instructor	18,160	16,890	16,050	15,440	14,620

NOTE: Institutions in Category I offer the doctorate and in the most recent three years conferred an annual average of 15 or more earned doctorates in at least three nonrelated disciplines.

Category IIA: College Level

	1+	1	2	3	4
Professor	$33,780	$30,480	$27,610	$25,490	$22,890
Associate professor	26,740	24,380	22,720	21,260	19,380
Assistant professor	22,240	20,290	18,930	17,650	16,630
Instructor	18,570	16,640	15,440	14,670	13,720

NOTE: Institutions in Category IIA award degrees above the bachelor's degree but do not qualify for Category I.

Category IIB: Bachelor's-Degree Level

	1+	1	2	3	4
Professor	$30,580	$26,330	$23,880	$21,630	$19,240
Associate professor	23,620	21,470	19,540	18,160	16,720
Assistant professor	19,450	17,750	16,470	15,460	14,480
Instructor	16,880	15,380	14,380	13,340	12,580

NOTE: Institutions in Category IIB award only the bachelor's degree or its equivalent.

Category III: Two-Year-College Level

	1+	1	2	3	4
Professor	$31,780	$28,480	$25,350	$23,040	$21,480
Associate professor	26,710	23,340	21,470	19,830	18,540
Assistant professor	23,460	19,830	18,220	17,130	16,060
Instructor	19,620	16,670	15,350	14,290	13,280

Category IV: Institutions Without Ranks

1+	1	2	3	4
$28,760	$22,640	$19,090	$16,730	$14,320

All Categories Except IV

	1+	1	2	3	4
Professor	$34,830	$30,370	$26,760	$23,980	$21,100
Associate professor	26,430	23,850	21,890	19,930	17,960
Assistant professor	21,700	19,680	18,240	16,900	15,330
Instructor	18,270	16,310	15,170	14,280	13,150

Scales are based on actual distributions of average salary by number of institutions in 1980-81. Percentile rankings are as follows: 1+—95th percentile; 1—80th percentile; 2—60th percentile; 3—40th percentile; 4—20th percentile.

CALIFORNIA—Continued

	Prof	Asso Prof	Asst Prof	Inst
U of La Verne, IIA	25.4	18.8	14.6	
U of the Pacific, IIA	29.0	23.6	19.5	19.3
U of Redlands, IIA	23.1	18.2	16.3	
U of S Diego*, IIA	32.3	22.8	19.2	—
U of S Fran, IIA	34.5	25.0	21.5	16.7
U of Santa*, IIA	37.7	28.0	20.9	
U of So Cal, I	37.7	26.3	21.5	18.3
Ventura C, IV				26.6
Victor Vly C, IV				26.0
W Coast Bib C, IV				15.0
West Hills C, IV				28.7
West LA C, IV				28.8
Westmont C, IIB	24.3	20.0	17.4	
West Vly C, IV				29.6
Whittier C, IIA	30.0	23.9	17.3	16.3
Woodbury U, IV				21.9
Yba C, IV				27.9

COLORADO

Adams St C, IIA	25.6	21.8	19.1	
Aims CC, IV				19.1
Arapahoe CC, IV				18.9
Colorado C, IIB	31.2	22.3	18.2	15.3
Colo Mtn C West, III	23.6	18.6	—	
Colo NW CC, IV				19.0
Colo Sch Mines, I	32.8	24.9	20.1	18.4
Colo St U, I	29.9	23.7	19.8	16.8
Colo Tech C, IV				10.4
CC of Denver Auraria, IV				18.0
North, IV				19.0
Red Rocks, IV				18.2
Cons Baptist Theo Sem, IIA	20.9	—	—	
Fort Lewis C, IIB	26.0	21.5	18.1	—
Lamar CC, IV				15.8
Loretto Hghts C, IIB	23.3	18.1	14.3	12.1
Mesa C, IIB	24.5	21.2	18.3	16.9
Metro St C, IIB	26.8	22.5	19.6	16.0
Morgan CC, IV				17.9
Otero JC, IV				18.8
Pikes Peak CC, IV				18.6
Pueblo Voc CC, IV				18.8
Regis C, IIB	24.4	18.9	14.9	
Trinidad St JC, IV				18.6
U of Colorado Boulder, I	29.6	22.8	19.3	17.8
Denver, I	27.0	21.4	18.6	14.8
Health Sci Cntr, I	31.2	26.9	20.3	16.8
U of Denver, I	29.7	22.4	19.7	14.3
U of No Colo, I	27.1	20.3	17.1	14.7
U of So Colo, IIA	25.8	22.6	18.9	—
W Bible C, IV				15.6
Western St C, IIA	26.3	20.4	17.5	14.2

CONNECTICUT

	Prof	Asso Prof	Asst Prof	Inst
Albertus Magnus C, IIB	—	17.7	15.0	—
Asnuntuck CC, IV				17.3
Cntl Conn St C, IIA	28.9	23.3	20.1	17.1
Connecticut C, IIA	26.8	20.7	17.5	16.1
E Conn St C, IIA	29.7	23.5	19.6	
Fairfield U, IIA	27.9	24.2	20.0	
Grtr Hartfrd CC, III	25.4	22.3	18.9	—
Grtr New Haven Tech C, III				17.6
Hartfd Grad Ctr, IIA	25.3	—	—	
Hartfd Sem Fdn, IIA	23.3			
Hartford St Tech C, III	27.6	23.6	20.5	
Housatonic Regional CC, III	24.4	21.4	19.9	—
Manchester CC, III	24.8	22.0	19.3	—
Mattatuck CC, III	—	21.5	19.5	15.0
Middlesex CC, III	26.1	22.1	19.1	—
Mitchell C, IV				16.7
Mohegan CC, III	—	21.2	18.5	
NW Conn CC, III	—	22.1	20.0	—
Norwalk CC, III	27.3	22.3	19.3	
Norwalk St Tech C, III	—	24.7	21.7	—
Post C, IIB	—	20.2	15.8	—
Quinnipiac C, IIA	27.7	23.0	18.7	15.8
Sacred Hrt U, IIB	26.2	20.7	16.1	—
St Joseph C, IIB	22.6	18.8	16.8	15.0
So Central CC, III	—	20.6	18.4	14.7
So Conn St C, IIA	29.7	23.6	20.5	17.5
Thames Valley St Tech C, III	27.9	22.9	20.1	
Trinity C, IIA	31.3	22.4	18.2	
Tunxis CC, III	—	20.4	18.2	14.6
U of Bridgprt, IIA	29.9	22.1	18.4	14.6
U of Connecticut, I	36.1	25.6	20.4	17.5
U of Hartford, IIA	28.9	22.9	18.8	15.8
U New Havn, IIA	27.5	24.2	20.1	
Waterbury St Tech C, III	26.7	23.8	20.5	—
Wesleyan U, IIA	34.5	24.1	18.7	
W Conn St C, IIA	27.9	22.6	19.0	15.7
Yale U, I	40.3	24.3	19.2	17.5

DELAWARE

Brandywine C, III		19.1	15.4	15.3
Delaware St C, IIB	29.1	23.2	19.8	16.6
Del Tech & CC, Southern Cam, IV				21.7
Stanton Cam, IV				21.8
Terry Cam, IV				20.2
Wilmington, IV				20.1
Goldey Beacm C, III	20.0	—	14.9	
U of Delaware, I	35.9	24.9	19.1	16.2

DELAWARE—Continued

	Prof	Asso Prof	Asst Prof	Inst
Wesley C, IIB	19.9	19.7	16.1	12.1

DISTRICT OF COLUMBIA

American U, I	31.5	24.1	19.3	17.8
Catholic U, I	28.5	22.0	18.2	15.1
Gallaudet C, IIA	32.5	26.2	21.1	16.4
Georgetown U, I	36.6	26.9	19.6	15.8
G Washington U, I	34.4	24.9	19.0	13.7
Howard U, I	33.6	24.9	20.6	17.3
Mt Vernon C, IIB	—	—	16.9	—
Strayer C, IIB		16.3	14.9	12.4
Trinity C, IIA	22.9	18.3	14.7	13.4
U of DC, IIA	32.6	25.9	21.1	17.8

FLORIDA

Barry C, IIA	22.9	19.5	15.7	—
Bethune Cookman C, IIB	—	17.9	18.0	13.0
Brevard CC, IV				18.7
Broward CC, IV				18.7
Cntrl Fla CC, IV				19.5
Chipola JC, IV				14.9
Daytona B CC, IV				16.6
Eckerd C, IIB	23.5	20.5	16.8	
Edison CC, IV				15.1
Ed Waters C, IIB		13.7	12.8	—
Embry-Riddle Aero U, IIA	25.3	19.4	17.8	13.4
Florida Atlantic U, IIA	30.0	23.2	19.0	15.9
Florida C, IV				14.2
Florida Inst Tech, I	24.6	20.8	16.3	12.5
Florida Intl U, IIA	29.6	23.0	19.2	15.0
Fla JC Jacksonville, IV				20.0
Fla Keys CC, IV				16.6
Fla Mem C, IIB	16.6	14.9	13.9	
Fla Southern C, IIB	18.8	16.5	15.4	13.5
Florida St U, I	32.0	23.2	19.1	16.2
Gulf Coast CC, III	—	19.5	17.8	—
Hillsborough CC, IV				18.4
Indian River CC, III	22.8	21.1	17.5	15.2
Jacksonville U, IIA	19.7	15.8	13.5	—
Lake City CC, IV				18.8
Lake-Sumter CC, IV				18.1
Manatee JC, III	22.4	20.8	19.6	17.9
No Fla JC, IV				15.3
Nova U, I	33.5	27.7	22.2	
Okaloosa-Walton JC, IV				19.0
Palm Beach Atlantic C, IIB		16.2	16.3	
Palm Beach JC, III	18.7	17.5	17.8	15.9
Pasco-Hernando CC, IV				13.7
Pensacola JC, III	23.6	20.2	17.4	14.1
Polk CC, IV				17.3
Ringling Sch Art Design, IV				16.5
Rollins C, IIA	27.2	21.5	18.9	—
St Johns Rvr CC, IV				14.5
St Leo C*, IIB	—	14.9	12.7	—
St Petersbg JC, IV				18.5
Santa Fe CC, IV				18.4
Sem St Vincent de Paul, IIA	6.0	—	—	
Seminole CC, IV				18.5
So Fla JC, IV				17.6
Southeastern C Assem of God, IIB	18.9	16.7	16.0	
Stetson U, IIA	24.5	19.7	17.3	12.4
Tallahassee CC, IV				19.4
U of Cntl Fla, IIA	30.0	23.0	19.3	15.2
U of Florida, I	30.9	22.9	20.7	16.1
U of Miami, I	31.0	23.3	19.2	15.8
U of No Florida, IIA	28.3	23.3	19.5	
U of So Florida, I	30.0	23.2	18.8	16.3
U of Tampa, IIA	22.8	18.3	15.4	12.4
U of W Florida, IIA	28.7	23.3	19.4	16.4
Valencia CC, IV				18.9

GEORGIA

A Baldwin Ag C, III	24.0	20.6	17.4	15.1
Agnes Scott C, IIB	25.5	20.7	17.2	—
Albany JC, IIB	26.6	22.2	19.0	15.8
Albany St C, IIB	26.6	22.5	19.0	15.4
Armstrng St C, IIA	26.2	22.1	18.2	14.6
Atlanta Christ C, IIB	14.3	—		
Atlanta C of Art, IV				15.3
Atlanta JC, III		22.0	18.5	17.5
Atlanta U, I	22.8	20.4	18.6	—
Augusta C, IIA	28.7	22.6	29.7	30.6
Berry C, IIA	26.1	21.3	17.5	14.6
Brewton-Parker C, IV				11.3
Brunswick JC, III	—	20.7	19.2	14.3
Clark C, IIB	21.5	18.4	15.2	12.5
Clayton JC, III	24.9	21.3	17.8	15.2
Columbia Theo Sem, IIA	22.0	—	—	
Columbus C, IIA	24.4	21.3	18.7	15.5
Covenant C, IIB	22.0	18.7	15.8	—
Dalton JC, III		20.6	16.7	13.1
Dekalb CC, IV				21.6
Emanuel Co JC, III	—	—	18.1	—
Emmanuel C, IV				12.6
Emory U, I	33.4	24.5	21.4	16.3
Floyd JC, III		38.6	17.4	15.9
Fort Vly St C, IIA	28.7	22.8	19.3	14.9
Gainesville JC, III	22.4	19.7	17.3	14.4
Georgia C, IIA	26.4	20.9	18.0	15.7
Ga Inst of Tech Main Cam, I	34.8	26.3	21.0	—
Sthn Tech, IIB	27.2	21.5	19.7	—
Georgia So C, IIA	26.9	22.5	18.0	13.6
Georgia SW C, IIA	26.1	22.3	20.2	15.3
Georgia St U, I	34.2	25.6	20.8	16.2
Gordon JC, III	—

FACT-FILE—Continued

GEORGIA—Continued

	Prof	Asso Prof	Asst Prof	Inst
Toccoa Falls C, IV				13.1
T McConnell C, IV				13.1
U of Georgia, I	35.5	26.0	20.5	18.0
Valdosta St C, IIA	25.5	21.3	18.4	15.8
Waycross JC, IV				18.6
Wesleyan C, IIB	46.0	15.3	—	—
W Georgia C, IIA	26.6	22.2	18.1	14.6
Young Harris C, IV				15.4

HAWAII

Chaminade U, IIB	22.3	17.1	15.1	12.3
Hawaii Loa C, IIB	—	—	15.8	—
U Hawaii,				
Honolulu CC, IV				21.1
Kapiolani CC, IV				23.2
Kauai CC, IV				21.1
Leeward CC, IV				22.5
Maui CC, IV				21.1
Manoa, I	33.5	24.4	19.6	15.6
Hilo, IIB	30.6	23.5	18.2	
Windward CC, IV				19.6

IDAHO

Boise St U, IIA	25.0	21.0	17.8	15.5
C of Idaho, IIA	14.9	13.1	—	—
C of So Idaho, III	22.0	19.5	17.2	16.4
Idaho St U, I	26.1	21.9	17.5	16.6
Lews-Clrk St C, IIB	24.3	20.1	17.4	—
No Idaho C, IV				18.5
Northwest Nazarene C, III	20.5	17.5	15.6	12.7
U of Idaho, I	27.7	22.1	18.3	

ILLINOIS

Augustana C, IIB	28.4	22.9	18.0	14.8
Barat C, IIB	20.3		15.4	13.1
Bethany Theo Sem, IIA	22.7			
Black Hawk C East Campus, III		21.2	18.0	14.9
Quad-Cities, III	28.1	23.0	19.3	15.9
Blackburn C, IV				17.7
Bradley U, IIA	27.7	22.6	18.5	15.9
Carl Sandburg C, IV				16.0
Cath Theo Union, IIA	—	23.0	—	
Chicago St U, IIA	26.2	21.9	17.5	14.8
City C's of Chicago City-Wide C, III	28.6	24.5	21.5	18.1
Daly C, III	28.6	26.5	24.9	18.1
Kennedy-King, III	29.4	27.2	24.0	20.3
Loop C, III	29.9	26.7	24.7	19.5
Malcolm X C, III	—	24.8	23.1	19.5
Olive-Harvey, III	28.9	26.3	24.2	19.6
Truman C, III	29.4	26.6	23.2	15.5
Wright C, III	30.3	27.3	24.7	16.2
C of DuPage, IV				25.6
C of Lake Co, IV				24.0
C of St Francis, IIB	—	—	17.2	15.8
Columbia C, IV				21.1
Concordia C, IIA	20.6	19.0	16.8	—
Danville CC, IV				20.4
DePaul U, IIA	31.8	25.5	20.5	16.5
E Ill U, IIA	26.4	20.9	18.1	14.7
Elgin CC, IV				22.2
Elmhurst C, IIB	26.6	21.7	17.6	14.8
Eureka C, IIB	19.6	15.9	15.2	
Garrett-Evangel Theo Sem, IIA	26.5			
G Williams C, IIA	24.5	18.0	16.8	
Governors St U, IV				21.5
Greenville C, IIB	19.0	17.4	14.9	
Highland CC, IV				20.3
Ill Benedictine C, IIB	23.6	18.1	15.9	—
Ill Central C, III	27.3	23.8	20.4	15.9
Illinois C, IIB	23.4	20.5	15.3	
Ill C Optmtry, IIA		26.0	20.0	18.0
Ill Estn CC Lincoln Trail C, IV				12.3
Olney Cen C, IV				14.8
Wabash Vly C, IV				16.6
Ill Inst of Tech, I	32.8	25.7	19.9	16.7
Illinois St U, I	28.7	23.2	18.9	15.8
Illinois Vly CC, IV				21.6
Ill Wesleyan U, IIB	25.7	20.7	16.6	14.6
J A Logan C, IV				19.8
John Marshall Law Sch, IIA	46.4	37.4	29.7	
Joliet JC, IV				24.1
Judson C, IIB	—	18.1	15.7	
Kankakee CC, IV				17.9
Kaskaskia C, IV				19.1
Kendall C, III	—		15.9	—
Kendall Sch of Des, IIB			16.7	13.7
Kishwaukee C, IV				17.5
Knox C, IIB	26.8	20.9	16.4	—
Lake Forest C, IIB	29.5	23.1	17.6	—
Lake Land C, IV				18.3
Lew & Clrk CC, III	21.9	20.3	18.3	16.1
Lewis U, IIB	23.0	19.1	16.9	15.3
Lincln Christ C, IIA	17.0	16.2	14.5	—
Lincoln C, III		18.1	—	—
Lincoln Land CC, IV				23.5
Loyola U of Chi, I	31.2	24.6	20.5	17.5
Luth Sch Theo Chicago, IIA	26.7	—		
McCormick Theo Sem, IIA	24.5			
McHenry Co C, IV				20.8
McKendree C, IIB	21.6	—	17.0	15.5
MacMurray C, IIB	22.2	19.4	16.2	14.7
Mallinkrdt C, IV				7.8
Millikin U, IIB	25.7	20.5	16.8	14.5
Monmouth C, IIB	23.5	20.3	16.0	—
Moraine Vly CC, III	24.3	20.2	16.8	13.9
Mundelein C, IIA	23.8	19.1	15.0	
Natl C Chiro, IIA	—	21.5	18.4	14.8
North Central C, IIB	25.1	21.6	17.3	
North Park C & Theo Sem, IIB	22.4	18.7	15.9	14.1
NE Ill U, IIA	25.6	21.2	18.5	17.3
Northern Ill U, I	30.4	24.2	18.7	13.4
Nwestern U, I	37.9	25.7	21.4	17.9
Oakton CC, III	26.8	22.2	20.4	18.1
Olivet Naz C, IIA	20.0	17.8	15.1	13.1
Parkland C, IV				20.4
Principia C, IIB	26.8	21.5	17.0	14.6
Quincy C*, IIB	18.5	16.2	15.8	
Rend Lake C, IV				19.7
Richland CC, III	—	19.8	18.4	—
Rock Valley C, IV				20.3
Rockford C, IIB	23.6	18.9	16.1	
Roosevelt U, IIA	24.6	19.9	17.2	14.3
Rosary C, IIA	—	20.1	15.9	
St Xavier C, IIA	25.1	20.9	16.5	14.2
Sangamn St U, IIA	28.9	23.7	19.9	—
Sauk Vly C, III	—	21.6	18.3	13.8
Sch Art Inst, IIA	25.6	21.1	16.8	
Shawnee C, IV				17.0
SE Ill C, IV				16.5
So Ill U Carbondale, I	30.5	23.5	18.9	15.6
Edwardsville, IIA	27.6	23.0	19.3	15.7

ILLINOIS—Continued

	Prof	Asso Prof	Asst Prof	Inst
Spertus C Judaica, IIA	23.7			
Spoon Rvr C, IV				20.1
Springfld C,* IV				11.9
State CC, IV				18.1
Thornton CC, IV				24.2
Trinity C, IIB	—	17.8	16.6	—
Trinity Evangl Div Sch, IIA	24.5	22.8	—	
Triton C, IV				22.6
U of Chicago, I	38.3	25.8	21.5	16.8
U of Illinois Chicago Circle, I	33.9	25.0	20.3	17.7
Medical Ctr, I	36.0	24.8	20.5	16.5
Urbana, I	35.5	24.7	21.3	18.2
Waubonsee CC, IV				23.1
W Ill U, IIA	26.7	22.1	18.6	12.9
Wheaton C, IIB	24.3	20.2	16.5	
Wm R Harper C, III	31.3	26.5	22.3	18.3

INDIANA

Anderson C, IIA	22.0	19.6	16.4	14.4
Ball St U, I	29.1	23.1	18.0	12.9
Bethel C, IIB	—	15.8	14.5	—
Butler U, IIA	24.6	20.1	16.4	13.4
Calumet C,* IIB	—	17.8	—	
Christian Theo Sem, IIA	18.3			
Clark C, IV				9.8
Concordia Theo Sem, IIA	18.4	17.1	14.7	
DePauw U, IIB	25.7	21.3	17.3	
Earlham C, IIB	25.3	19.8	16.2	
Franklin C, IIB	20.3	16.2	15.7	
Goshen C, IIB	18.7	15.9	14.8	—
Grace C, IIA	19.3	16.4	14.8	—
Huntington C, IIB	—	18.2	15.3	—
Ind Cntrl U, IIA	23.2	19.6	16.7	14.7
Indiana St U, I	27.7	22.5	18.4	14.1
Evansville, IIB	27.2	21.6	18.1	15.0
Indiana U Bloomington, I	32.8	24.1	19.8	
East, III		—	16.5	
Kokomo, IIB	—	20.8	18.6	
Northwest, IIA	31.7	24.0	18.0	
South Bend, IIA	27.4	23.3	18.0	—
Southeast, IIA	26.2	20.8	6.4	
Indiana U-Purdue U Fort Wayne, IIA	26.5	23.3	18.2	16.5
Indianapolis, I	31.2	23.7	18.9	13.8
Ind Voc Tech C Cen Ind, IV				15.5
Columbus, IV				14.4
East Central, IV				13.3
Kokomo, IV				14.6
Lafayette, IV				12.6
Northeast, IV				15.2
Northwest, IV				14.0
Sthcent, IV				13.1
Southeast, IV				13.0
Southwest, IV				13.6
Wabash Vly, IV				14.5
Whitewater, IV				12.9
Manchester C, IIB	22.9	18.6	14.8	13.2
Marian C*, IIB	—	15.6	14.3	12.9
Marion C, IIB	19.0	16.1	13.9	10.6
Oakland City C, IIB	14.2	—	—	11.8
Purdue U, I	35.6	25.9	20.6	14.4
Calumet, IIA	29.6	23.4	19.1	12.9
North Central, IIA		22.8	18.4	—
Rose-Hulman Inst of Tech, IIB	30.0	23.8	20.2	
St Francis C*, IIA		—	16.1	14.2
St Joseph's C*, IIB	21.3	19.4	16.6	
St Mary's C*, IIB	27.3	21.8	17.5	—
St Meinrad C*, IIB			16.4	
Taylor U, IIB	22.1	18.9	16.0	—
Tri-State U, IIB	21.0	17.7	15.7	—
U of Evansville, IIA	24.7	20.8	18.2	14.1
U Notre Dame, I	32.7	25.0	19.7	17.4
Valparaiso U, IIA	25.0	20.3	17.3	13.6
Vincennes U, III	22.5	19.3	16.9	14.6
Wabash C, IIB	28.3	22.3	16.7	—

IOWA

Briar Cliff C, IIB	—	20.2	17.8	14.8
Buena Vista C, IIB	26.6	20.7	19.1	—
Clarke C, IIA	19.8	18.4	15.6	13.6
Clinton CC, IV				17.8
Coe C, IIB	26.6	20.8	16.4	13.6
Cornell C, IIB	25.2	19.3	16.1	
Des Moines CC, IV				18.4
Div Word C, IIB	—		5.6	—
Dordt C, IIB	19.1	17.5	15.0	13.6
Drake U, IIA	27.0	21.3	17.7	14.4
Ellsworth CC, IV				18.7
Fth Bapt Bib C, IIB	17.6	—	—	—
Graceland C, IIB	20.2	17.0	14.7	13.5
Grand View C, IIB	20.8	17.2	15.3	—
Grinnell C, IIB	28.0	20.8	17.7	16.5
Hawkeye Inst Tech, IV				17.4
Indian Hills CC, IV				15.4
Iowa Cntrl CC, III	—	19.7	19.9	17.5
Iowa Lakes CC N Cntr, IV				22.9
S Cntr, IV				20.2
Iowa St U, I	30.6	23.5	18.9	14.4
Ia Weslyn C, IIB	18.7	16.5	15.3	—
Ia Wstrn CC, III	23.5	18.9	16.7	13.7
Kirkwood CC, IV				16.9
Loras C, IIA	23.5	18.9	16.5	—
Luther C, IIB	23.4	18.9	16.4	14.7
Marshlltwn CC, IV				19.4
Marycrst C, IIB		16.4	15.2	
Morningside C, IIA	21.4	18.1	15.9	14.2
Mt Mercy C, IIB		17.3	16.7	14.6
Mt St Clare C*, IV				17.0
Muscatine CC, IV				17.9
N Ia CC, IV				20.0
NE Ia Tech Inst, IV				15.3
NW Ia Tech C, IV				16.9
Western C, IIB	22.1	20.5	18.1	14.5
St Ambrosa C*, IIB	—	21.5	18.4	—
Scott CC, IV				17.7
Simpson C, IIB	21.5	18.5	16.2	15.1
Stheastn CC, IV				19.0
U of Dubuque, IIA	21.1	18.6	16.0	—
U of Iowa, I	32.9	24.9	20.3	17.1
U of N Iowa, IIA	27.1	22.7	19.3	15.0
Upper Iowa U, IIB	—	—	12.3	—
Waldorf C, III	22.6	21.8	—	—
Wartburg C, IIB	21.5	16.5	16.6	—
Wartburg Theo Sem, IIA	21.3	19.8		
W Ia Tech, IV				17.0
Westmar C, IIB	19.6	—	14.5	13.5
Wm Penn C, IIB	—	16.1	15.6	

KANSAS

Allen Co CJrC, IV				17.3
Baker U, IIB	19.2	16.2	13.8	—
Barton Co CC, IV				16.9
Benedictine C, IIB	19.1	16.7	13.6	12.8

KANSAS—Continued

	Prof	Asso Prof	Asst Prof	Inst
Bethany C, IIB	20.2	16.8	14.7	—
Bethel C, IIB	18.3	16.6	14.4	
Butler Co CC, IV				17.8
Central C, IV				12.6
Coffeyvl CC, IV				16.1
Colby CC, IV				15.3
Cowley Co CC, IV				17.1
Dodge Co CC, III		20.1	16.7	13.1
Donnelly C*, IV				12.8
Emporia St U, IIA	24.1	20.8	17.7	15.3
Ft Hays St U, IIA	23.9	19.8	17.4	14.8
Ft Scott CC, IV				15.6
Friends U, IIB	17.8	16.1	13.6	
Garden City CC, IV				19.6
Haskl Indian JC, IV				19.4
Hesston C, IV				13.6
Hutchinsn CC, IV				19.2
Indep CC, IV				16.7
Johnsn Co CC, IV				20.9
Kans City CC, IV				17.5
Kansas St U, I	29.8	23.6	18.9	15.1
Kans Tech Inst, III	—	—	18.1	—
Kans Wesleyan, IIB	18.3	15.0	13.9	—
Labette CC, IV				15.6
McPherson C, IIB	17.2		13.4	
Manhattan Christian C, IIB	17.2	—		
Marymount C, IIB	—	15.9	14.4	11.1
Neosho Co CC, IV				17.4
Ottawa U, IIB	17.0	15.8	13.7	12.9
Pratt CC, IV				15.6
St John's C, III		—	12.5	—
St Mary Plains C*, IIB		16.4	13.7	12.6
Seward Co CC, IV				18.8
Southwstrn C, IIB	—	16.9	14.3	12.2
Sterling C, IIB	18.9	17.2	14.0	
Tabor C, IIB	—	—	14.6	—
U of Kansas, I	30.8	22.9	18.9	15.8
Washburn U of Topeka, IIA	27.6	22.2	18.8	14.5
Wichita St U, IIA	30.5	23.3	18.9	14.9

KENTUCKY

Alice Lloyd C, III			—	11.2
Asbury C, IIB	21.5	17.9	16.0	13.9
Asbury Theo Sem, IIA	21.5	19.1	—	
Bellarmine C, IIB	21.5	17.4	14.7	—
Berea C, IIB	24.9	20.1	16.7	14.6
Brescia C, IIB		19.5	15.0	13.1
Campbllsville C, IIB	18.2	15.5	13.4	—
Centre C of Ky, IIB	22.9	18.8	15.1	
E Kentucky C, IIA	26.0	21.9	18.4	14.9
Georgetown C, IIB	22.5	18.7	16.1	13.3
Ky Jr C Bus, IV				6.7
r Christian C, IIB	—	9.0		
ntucky St U, IIA	25.3	19.7	17.2	15.5
Ky Wesleyan C, IIB	21.5	18.6	14.7	—
Lees Jr C, IV				14.4
Lexington Theo Sem, IIA	18.0			
Louisville Presb Theo Sem, IIA	28.2			
Midway C, IV				14.6
Morehead St U, IIA	25.0	21.4	18.3	14.9
Murray St U, IIA	24.9	21.7	18.4	16.0
No Kentucky U, IIA	29.4	22.2	17.8	14.6
Pikeville C, IIB	—	17.0	14.6	—
Thom More C, IIB	—	15.0	14.0	11.7
Transylvania U, IIB	22.1	18.8	16.5	—
U of Kentucky, I	31.6	24.3	20.1	16.9
U of Louisville, I	30.2	23.2	19.3	15.9
Watterson C, IV				12.2
W Kentucky U, IIA	25.9	21.3	17.8	14.4

LOUISIANA

Eossier Par CC, IV				17.6
Centenary C, IIB	21.3	19.0	15.9	13.6
Delgado CC, III	24.0	21.7	19.2	15.4
Dillard U, IIB	—	18.1	16.2	13.0
Grambling St U, IIA	21.6	19.3	17.1	13.8
Louisiana C, IIB	20.5	18.3	14.8	13.0
Louisiana St U and A&M C, I	33.8	25.9	21.3	15.6
Alexandria, III	24.9	19.9	18.5	15.9
Eunice, III	—	—	16.9	15.5
Shreveport	25.0	22.7	18.8	—
La Tech U, IIA	26.9	22.3	19.0	15.6
Loyola U, IIA	27.1	22.5	18.9	14.7
McNeese St U, I	23.4	21.7	18.2	15.6
Nicholls St U, IIA	27.9	24.0	20.8	18.1
NE Louisiana U, I	27.1	24.3	19.5	14.4
NW St U of La, I	23.9	21.2	18.1	14.6
Notre Dame Sem Sch Theo, IIA	7.8	—		
Our Lady Holy Cross C, IIB			13.9	—
St Bernard Parish CC, IV				18.0
St Mary's Dominican C, IIB	—	15.5	13.3	—
SE La U, IIA	26.4	23.9	20.7	16.2
So U A&M C, IIA	25.2	21.6	18.2	15.7
Shreveport-Bossier, III		20.6	18.3	16.4
New Orleans, IIB	24.4	21.8	19.1	16.0
Tulane U, I	29.5	23.2	18.4	12.9
U New Orleans, IIA	30.5	23.9	19.6	14.8
U of SW La, IIA	29.6	24.2	20.3	16.5
Xavier U of La, IIA	19.5	17.6	16.7	13.4

MAINE

Andover, IV				9.6
Bates C, IIB	27.1	21.5	17.6	16.1
Beal C, IV				7.5
Bowdoin C, IIB	32.1	23.4	19.1	—
Colby C, IIB	32.0	23.6	17.8	15.5
C Atlantic, IV				18.4
E Maine Voc-Tech Inst, IV				16.3
Husson C, IIB	22.6	18.0	16.4	—
Me Maritime Acad, IIB	22.2	18.8	17.5	—
Nasson C, IIB	19.6	16.7	14.9	—
N Me Voc-Tech Inst, IV				16.2
Prtlnd Sch of Art, IV				14.8
U, New Eng, IIB	19.8	15.8		
St Joseph's C, IIB		13.5		
Sthn Me Voc-Tech Inst, IV				15.9
Thomas C, IIA	—	14.7	—	
Unity C, IIB	14.1	—	13.4	—
U of Maine Augusta, III	21.6	18.8	15.0	12.4
Farmington, IIB	24.4	19.8	17.0	—
Fort Kent, IIB		18.5	15.5	—
Machias, IIB	22.8	19.9	16.5	—
Orono, I	27.1	20.4	16.7	11.3
Presque Isle, IIB	23.5	19.4	16.8	11.2
U Sthn Me, IIA	27.1	21.7	16.9	15.4
Westbrk C, IV				14.8

MARYLAND

	Prof	Asso Prof	Asst Prof	Inst
Alleghany CC, III	23.1	19.8	16.6	13.7
A Arundel CC, III	27.7	23.7	19.6	17.2
Bowie St C, IIA	31.9	26.5	21.3	16.9
Catonsville CC, III	30.5	23.6	20.2	16.3
Cecil CC, III		—	17.2	—
Charles Co CC, III	—	22.8	—	15.5
Chesapeake C, III		18.7	16.9	—
C of Notre Dame*, IIB	21.7	18.8	15.8	13.9
Col Union C, IIB	16.8	16.0	14.9	13.6
CC of Balt, III	27.9	21.5	18.2	15.1
Coppin St C, IIA	29.6	24.9	20.2	15.1
Cundalk CC, III		23.0	19.0	—
Essex CC, III	28.4	23.9	20.4	16.8
Frederick CC, III	—	22.1	17.1	—
Frostburg St C, IIA	29.7	24.4	20.2	16.3
Garrett CC, III			17.9	15.9
Gouchr C, IIB	27.2	21.2	16.1	12.8
Harford CC, III	27.3	23.6	19.0	15.9
Hood C, IIA	26.3	20.5	16.3	—
Howard CC, III	—	25.1	19.3	15.8
Johns Hopkins U, I	38.3	28.0	21.2	17.2
Loyola C, IIA	26.7	22.7	18.5	—
Montgomery C Germantown, III	—	—	—	16.3
Rockville, III	28.1	24.7	20.5	16.2
Takoma Park, III	28.5	24.0	18.2	—
Morgan St U, IIA	29.9	23.6	20.2	16.0
Mt St Mary's C, IIB	24.2	18.6	15.4	—
Peabody Inst, IV				13.9
Pr George's CC, III	28.4	25.7	21.9	17.7
St Johns C, IV				21.1
St Mary's C, IIB	29.1	24.7	18.3	15.2
Salsbury St C, IIA	32.1	25.4	20.9	16.3
Towson St U, IIA	31.6	26.7	22.2	17.0
US Nav Acad, IIB	39.7	33.1	24.4	18.9
U of Baltimore, IIA	33.4	26.9	22.3	
U of Maryland College Park, I	34.5	25.2	20.1	14.6
Balt Co, I	35.4	24.8	19.7	14.7
Balt Prof Schs, I	36.6	28.9	22.0	16.7
Eastern Shore, IIB	25.2	23.4	20.6	19.0
Wash Bib C, IIA	15.4	—	—	10.2
Washington C, IIB	24.0	19.4	16.2	
W Maryland C, IIB	24.9	20.5	17.6	
Wor-Wic Tech CC, III				17.6

MASSACHUSETTS

Am Intl C, IIA	23.4	17.4	16.0	—
Amherst C, IIB	34.7	24.5	19.1	
Andvr Newtn Theo Sch, IIA	23.5			
A Maria C, IIB	—	18.3	15.4	
Aquinas JC Milton*, IV				12.9
Newton*, IV				12.0
Assumption C, IIA	24.6	20.5	17.3	—
Atlntc Union C, IIB	16.1	15.3	14.6	—
Babson C, IIA	35.7	26.4	21.3	
Bay Path JC, III	—	—	16.6	—
Bay St JC Bus, IV				12.1
Becker JC Worcester, III	—		14.8	12.6
Bentley C, IIA	31.5	24.9	20.5	18.1
Berklee C of Mus, IV				12.3
Berkshire CC, III	24.3	19.7	16.5	13.5
Blue Hills Reg Tech Inst, IV				20.4
Boston C, I	34.7	25.6	20.5	16.9
Boston Cons Mus, IV				12.7
Boston St C, IIA	27.9	23.3	20.1	17.0
Boston U, I	33.9	25.3	19.6	17.5
Bradford C, IV				15.8
Brandeis U, I	37.3	26.5	19.2	14.9
Bridgewtr St C, IIA	27.8	22.4	19.1	16.6
Bristol CC, III	23.8	18.9	17.2	14.1
Bunker Hill CC, III	21.7	18.3	16.1	13.3
Cape Cod CC, III	24.0	20.6	17.3	15.5
Chamberln CC, III			—	13.7
Clark U, I	32.7	24.4	17.9	19.3
C Holy Cross, IIA	29.3	22.8	18.8	17.3
C Lady Elms*, IIB		19.2	16.7	—
Curry C, IIB	19.1	17.0	14.7	12.0
Dean JC, III	—	20.0	15.9	12.5
Easternn Nazarene C, IIA	19.2	16.1	12.8	—
Emmanuel C, IIA	23.6	18.6	15.8	13.7
Endicott C, III	16.1	16.3	12.4	12.0
Epis Div Sch, IIA	15.3			
Essex Agr Tech Inst, IV				17.0
Fisher JC, IV				12.8
Fitchburg St C, IIA	25.7	21.7	19.1	15.4
Forsyth Sch Dntl Hygn, IIA				11.3
Frmnghm St C, IIA	25.9	20.7	18.6	15.3
Franklin Inst, III	—	18.3	16.8	15.1
Gordon C, IIB	22.3	19.1	15.7	
Gordon-Conwell Theo Sem, IIA	23.2	—	—	
Greenfield CC, III	22.4	19.1	15.8	13.4
Hampshire C, IIB	29.4	22.2	17.4	
Harvard U, I	42.9	24.2	21.0	
Holyoke CC, III	22.4	19.2	16.9	13.5
Laboure JC, III	—	—	15.9	12.9
Lasell JC, III	16.8	15.6	13.4	12.2
Mass Bay CC, III	23.9	21.1	16.7	13.6
Mass C of Art, IIA	26.0	21.4	17.8	
Mass C Phar-Hlth Sci, IIB	25.3	21.0	17.7	14.3
Mass Inst of Tech, I	39.0	27.0	21.1	17.7
Mass Maritime Acad, IIB	23.7	19.7	18.0	
Massasoit CC, III	23.6	18.8	15.7	12.0
Merrimack C, IIB	26.3	21.2	17.6	15.6
Middlesex CC, III	17.9	15.1	13.8	11.4
Mt Holyoke C, IIB	30.1	22.9	18.2	15.4
Mt Ida Jr C, IV				11.2
Mt Wachsett CC, III	23.0	19.3	17.2	14.5
New Eng Cons of Mus, IV				17.7
New Eng Sch of Law, IIA	29.8		22.0	
No Adams St C, IIA	25.2	20.4	18.7	15.0
Ntheastn U, I	32.9	25.5	19.9	14.9
N Essex CC, III	22.5	19.6	16.8	14.7
Pine Manor C, IV				21.0
Quincy Jr C, IV				21.6
Quinsigmnd CC, III	22.3	19.1	16.9	13.6
Regis C, IIB	—	18.8	15.8	
Roxbury CC, III		20.8	16.3	—
Salem St C, IIA	26.2	22.0	18.2	15.5
Sch Worcester Art Museum, IV				11.0
Simon's Rock Early C, IV				15.1
Smith C, IIA	31.9	24.3	19.9	16.9
SE Mass U, IIA	29.0	20.7	15.7	
Springfield C, IIA	28.5	20.5	17.2	12.5
Springfield Tech CC, III	22.5	19.9	17.5	14.7
Stonehill C*, IIB	25.2	19.7	16.7	
Suffolk U, IIA	29.4	22.9	19.6	14.1

MASSACHUSETTS—Cont.

	Prof	Asso Prof	Asst Prof	Inst
Swain Sch Desig, IIB			—	10.8
Tufts U, I	37.3	26.7	20.4	18.7
U of Mass Amherst, I	31.5	24.5	19.9	16.6
Boston, IIA	32.9	24.0	19.4	—
Wellesley C, IIB	34.0	24.9	20.3	16.0
W New Eng C, IIA	30.3	24.0	19.7	14.8
Wheaton C, IIB	28.2	23.1	16.8	
Wheelock C, IIA	—	20.5	17.1	15.6
Williams C, IIB	33.9	24.1	18.5	
Worcester JC, III	30.4

NEBRASKA

	Prof	Asso Prof	Asst Prof	Inst
Bellevue C, IIB	—	12.1		
Central Tech CC, IV				14.3
Chadron St C, IIA	25.6	21.4	18.3	14.2
C of St Mary, IIB		17.3	14.3	13.5
Concordia Teachers C, IIA	21.3	18.6	15.6	—
Creighton U, IIA	29.6	24.3	18.6	14.0
Dana C, IIB	19.3	16.8	16.4	—
Doane C, IIB	21.4	17.9	15.0	13.2
Hastings C, IIB	21.6	19.1	15.9	13.6
Kearney St C, IIA	23.9	20.0	17.5	14.4
Metro Tech CC, IV				15.2
Mid Plains CC, IV				17.3
Midlnd Luth C, IIB	19.7		15.0	13.4
Neb Wslevan U, IIB	20.5	17.8	15.1	
Neb Wstrn C, IV				17.3
NE Tech CC, IV				16.1
Peru St C, IIB	25.6	22.0	18.6	15.4
Southeast CC Fairby-Beatrice, IV				15.7
Lincoln, IV				14.7
Milford, IV				15.5
U of Nebraska Lincoln, I	29.6	22.8	19.2	13.7
Omaha, IIA	25.2	20.8	17.1	15.5
Wayne St C, IIA	24.6	20.8	17.6	14.0
York C, III		—	13.2	—

NEVADA

Clark Co CC, IV				20.2
Nrthn Nev CC, IV				18.6
U of Nevada Reno, I	31.0	24.6	20.0	17.5
Las Vegas, IIA	30.5	24.2	20.4	16.1
Wstrn Nev CC, IV				18.2

NEW HAMPSHIRE

Ciby-Sawyer C, IIB	22.5	17.7	14.3	—
Dartmouth C, I	33.5	24.2	19.7	16.6
Frnklin Pierce C, IIA	20.1	17.8	14.1	—
Frnklin Pierce Law Center, IIA	32.3	—		
N Hawthrn C, IIB	—	—	14.0	
New Englnd C, IIB	23.5	19.8	16.7	—
N Hampshire C, IIA	—	20.4	24.2	—
NH Tech Inst, III	20.0		15.3	—
NH Voc-Tech C Berlin, III	19.2	16.1	—	—
Claremont, III	—	16.3	13.6	
Laconia, III	—	15.0	—	
Manchester, III	19.0	16.3		
Nashua, III	18.0	—		
Notre Dame C*, IIB			13.0	
U of N Hamp, I Keene St C, IIA	30.2	23.4	18.3	15.9
Plymth St C, IIA	24.2	20.7	17.7	15.0
St Anselm C*, IIB	25.7	20.2	17.8	14.5
	23.7	19.9	16.6	13.7

NEW JERSEY

Atlantic CC, III	26.3	22.4	19.3	13.9
Bergen CC, III	33.3	28.1	23.3	15.5
Berkeley Sch, IV				13.3
Bloomfield C, IIB	25.5	20.6	17.6	16.3
Brookdale CC, III	31.5	26.5	21.7	16.7
Burlngtn Co C, III	23.9	21.1	17.8	15.5
Camden Co C, III	26.7	24.5	20.5	
C of St Eliz, IIB		—	13.3	
Co C of Morris, III	29.3	24.7	20.4	16.9
Cumbrind Co C, III	—	23.8	22.5	18.1
Drew U, IIA	29.6	22.4	17.3	15.6
Essex Co C, III	34.5	27.8	23.2	18.4
Felician C, IIB	—	15.8	14.5	13.1
Georgian Ct C*, IIB	23.2	19.1	17.8	14.7
Glassboro St C, IIA	31.4	25.1	20.1	15.4
Gloucster Co C, III	—	23.3	21.3	19.8
Jersey City St C, IIA	32.3	25.9	20.6	16.4
Middlesex Co C, III	30.3	26.1	21.1	15.4
Monmouth C, IIA	27.8	23.1	19.0	—
Montclair St C, IIA	31.1	24.8	20.1	15.8
New Brunswick Theol Sem, IIA	15.1			
NJ Inst Tech, IIA	37.5	29.3	24.5	
Ocean Co C, III	29.3	25.7	19.4	14.7
Passaic Co CC, III	29.4	—	16.8	13.5
Princeton Theo Sem, IIA	31.7	—	22.0	
Princeton U, I	37.7	25.1	19.1	16.4
Rabbinical C of Amer, IIB	17.3	—		
Ramapo C of NJ, IIB	27.7	23.6	19.0	
Rider C, IIA	30.4	23.5	19.4	17.6
Rutgers U Camden, IIA	40.2	27.7	20.1	16.2
Newark, I	40.4	28.9	20.7	16.1
New Brunswick, I	40.1	27.9	19.5	15.5
St Peter's C, IIB	24.6	20.1	16.4	—
Salem CC, III	—	—	—	16.4
Somerset Co C, III	29.6	23.2	19.0	15.0
Stvns Inst Tech, I	33.4	28.8	22.6	—
Stockton St C, IIB	28.7	22.5	17.7	14.6
Union C, III	29.1	22.9	16.5	14.6
Union Co Tech Inst, IV				18.8
Upsala C, IIA	25.6	21.0	16.8	14.1
Westminster Choir C, IIA	21.7	19.6	15.7	11.8
Wm Patersn C, IIA	31.2	24.9	19.4	15.1

NEW MEXICO

C of Santa Fe, IIB	18.2	15.9		
C of Southwest, IV				17.3
E New Mex U, IIA	28.8	24.2	20.0	17.2
Roswell, III			20.0	16.5
NM Highlnds U, IIA	25.2	20.9	17.2	12.7
New Mexico Inst of Mining & Tech, I	29.3	24.0	19.4	
N Mexico JC, IV				21.1
NM Mntn Inst, III	—	21.7	18.2	15.3
NM St U, I	31.4	23.5	19.0	15.7
Alamogordo, III		22.5	18.6	
San Juan, III		—	19.5	15.8
U of New Mex, I	31.8	23.6	19.4	15.4
W New Mex U, IIA	30.4	25.8	20.0	

NEW YORK

Acad of Aero, III	18.1	15.6	13.2	11.8
Adelphi U, I	32.5	24.6	20.4	17.5
Albany Bus C, IIA			15.2	
Albany C of Pharmacy, IIB	29.6	25.4	—	
Albny Law Sch, IIA	37.9	—		
Alfred U, IIA	28.3	20.8	16.4	14.7
NY St C of Ceramics, IIA	30.0	22.9	16.0	
Bank St C of Educ, IV				21.7
Bard C, IIB	25.1	21.0	17.4	
Barnard C, IIB	35.9	25.1	19.0	14.6
Berkeley Sch, IV				12.1
Hicksville, IV				12.8
New York, IV				11.8
Brooklyn Law Sch, IIA	45.9	—		

NEW YORK—Continued

	Prof	Asso Prof	Asst Prof	Inst
Bryant-Stratton Bus Inst, IV				15.3
Canisius C, IIA	25.5	22.5	18.8	—
Cntrl City Bus Inst, IV				8.4
CUNY Baruch C, IIA	33.7	26.4	20.9	17.0
Brooklyn C, IIA	34.0	26.5	21.0	15.2
City C, IIA	33.3	26.4	21.5	16.3
Grad Sch and U Center, I	34.5	25.9	—	
Hostos CC, III	33.4	27.8	21.8	16.6
Hunter C, IIA	33.3	26.9	20.5	15.3
John Jay C Crim Just, IIA	33.0	25.9	20.5	—
Kingsboro CC, III	33.7	27.8	23.6	—
LaGuardia CC, III	28.8	23.3	18.6	12.8
Lehman C,IIA	32.4	27.5	23.5	16.3
Manhattan CC, III	32.3	26.4	22.9	15.0
M Evers C, IIB	30.9	24.8	20.2	15.6
Queens C, IIA	34.1	27.3	22.3	16.4
Queensb CC, III	32.5	27.0	22.1	14.6
C of Staten Is, III	33.8	27.9	23.5	—
York C, IIB	34.0	26.1	20.7	—
Clarkson C of Tech, IIA	33.4	25.2	20.8	—
Clinton CC, III	—	18.1	16.2	
Colgate U, IIA	34.2	25.9	18.9	14.9
C of Insurance, IIA	—	21.9	17.7	
C of Mt St Vincent, IIB	—	18.7	16.4	14.0
C of New Rochelle, IIA	26.0	20.4	16.9	—
C of St Rose, IIA	24.7	19.4	16.7	14.0
Columbia U, I	37.5	27.7	19.9	—
Teachers C, I	35.4	26.2	19.4	14.3
Concordia C, IIB	20.6	—	15.3	—
Cooper Union, IIA	28.9	24.3	—	
Cornell U Endowed, I	36.6	26.5	20.3	16.0
Statutory, I	34.2	25.7	21.1	—
Culinary Inst of Amer, IV				20.8
Daemen C, IIB	20.2	16.8	14.6	—
Dominican C of Blauvelt, IIB			15.9	13.5
Dowling C, IIA	29.2	22.6	19.7	—
D'Youville C, IIB	—	18.4	14.3	12.4
Eliz Seton C, III		20.4	14.4	12.3
Elmira C, IIB	26.7	19.1	16.7	15.2
Five Towns C, IV				9.4
Fordham U, I	36.1	26.8	20.2	19.2
Gen Theo Sem, IIA	18.0			
Genesee CC, III	21.1	18.3	15.1	
Hamilton C, IIB	31.7	24.2	17.5	14.9
Harriman C, IV				11.0
Hartwick C, IIB	24.5	21.0	16.4	—
Hilbert C, IV				12.6
Hofstra U, I	30.6	24.3	19.9	16.8
Houghton C, IIB	18.6	16.6	14.6	
Interboro Inst, IV				13.7
Iona C, IIA	31.2	25.9	21.1	15.8
Ithaca C, IIB	27.2	22.2	17.9	14.5
Jamestn Bus C, IV				13.8
Keuka C, IIB	19.4	—	14.8	12.6
King's C, IIB	20.7	—	15.2	
LeMoyne C, IIB	26.7	20.8	17.1	15.7
Long I C Hosp Sch of Nursg, IV				17.5
Manhattan C, IIA	33.5	26.1	20.1	15.3
Manhattan Sch of Music, IV				13.7
Manhattanvl C, IIA	25.8	22.2	15.9	
Mannes C of Music, IV				10.1
Maria C of Albany, III	—	—	12.7	9.8
Marist C, IIB	24.9	22.0	18.2	—
Marymount C, IIB	23.2	18.9	15.7	12.4
Marymount Manhattan C, IIB	—	23.7	19.5	—
Medaille C, IIB		16.6	14.5	—
Mercy C, IIB	29.9	22.7	18.8	13.6
Molloy C, IIB	23.3	18.7	15.2	11.6
Monroe Bus Inst, IV				13.2
Mt St Mary C, IIB	23.8	19.3	15.6	11.9
Nazareth C of Rochester, IIA	26.2	21.4	17.7	14.8
New Sch for Soc Research, I	37.9	26.0	19.2	
NY Law Sch,IIA	40.0	33.1	—	
New York U, I	38.1	26.5	21.3	18.6
Niagara U, IIA	25.9	20.4	16.6	13.9
Olean Bus Inst, IV				10.5
Pace U, NY, IIA	31.2	25.7	21.3	17.2
Parsons Sch of Design, IIB				19.5
Paul Smith's C Arts & Sci, III	21.8	18.4	15.8	12.2
Pratt Inst, IIA	26.2	20.7	17.1	—
Rensselaer Poly Inst, I	34.4	25.8	20.9	
Roberts Wesleyan C, IIB	18.4	16.4	14.3	—
Rochester Bus Inst, IV				11.2
Rochester Inst of Tech,-IIA	28.5	23.4	19.6	15.5
Rockefeller U, I	45.1	26.4	19.5	16.5
R Sage C, IIA	28.3	21.8	17.2	13.6
JC of Albany, IV				18.4
St Bonaventure U, IIA	25.0	20.8	17.3	14.6
St Francis C, IIB	29.3	23.1	17.8	
St John Fisher C, IIB	26.0	22.0	17.9	15.9
St John's U*, I	33.5	25.7	20.2	16.0
St Joseph's C, IIB	20.2	18.2	15.5	12.5
St Lawrence U, IIB	30.0	22.9	17.8	15.2
St Thomas Aquinas C, IIB		19.9	16.4	—
S Lawrence C, IV				23.4
Schenec Co CC, III		20.7	17.1	—
Siena C, IIB	27.6	20.9	16.8	—
Skidmore C, IIB	29.3	21.5	17.4	14.8
SUNY Ag-Tech C Alfred, III	25.3	22.0	18.0	14.6
Canton, III	24.0	18.7	16.4	14.3
Cobleskill, III	23.3	18.9	16.5	14.0
Delhi, III	23.6	19.1	16.3	12.2
Farmingdale, III	25.6	20.2	16.8	14.1
Morrisville, III	24.2	20.3	16.5	14.4
SUNY C Brockport, IIA	28.8	22.4	18.8	13.9
Buffalo, IIA	28.2	22.1	17.7	15.2
Cortland, IIA	27.3	21.6	17.4	11.9
Empire St C, IIB	27.9	21.5	17.7	15.4
Environmental Sci & Forestry, I	27.2	21.4	17.3	—
Fredonia, IIA	27.7	21.7	17.7	14.5
Geneseo, IIA	29.5	22.9	17.1	14.8
New Paltz, IIA	26.3	21.7	18.1	13.8
Old Westbury, IIA	26.6	21.0	15.9	13.7
Oneonta, IIA	27.6	22.1	17.7	—
Optometry, IIA	—	25.3	22.3	
Oswego, IIA	27.9	21.8	16.9	14.1
Plattsburgh, IIA	26.9	22.0	17.7	14.3
Potsdam, IIA	27.4	22.0	18.2	13.7

NEW YORK—Continued

	Prof	Asso Prof	Asst Prof	Inst
SUNY C Purchase, IIA	24.5	18.3	15.3	12.4
Utica Rome, IIA	—	22.2	16.9	—
SUNY Albany, I	39.3	25.5	19.2	—
Binghamton, I	34.5	25.2	18.4	13.2
Buffalo, Main Cmps, I	36.6	25.4	19.4	14.1
Stony Brook, Main Cmps, I	35.8	25.1	17.8	15.1
Sullivan Co CC, III	25.4	22.8	18.0	—
Syracuse U, I	31.9	23.4	16.6	14.4
Utica C, IIB	23.7	19.4	15.9	
Tech Career Insts, IV				16.4
Touro C, IIB	—	—	15.0	13.3
Trocaire C, III	—	—	15.4	12.6
Union C, IIA	31.8	23.1	16.7	—
Union Theo Sem, IIA	16.2		7.5	
US Merchant Marine Academy, IIB	38.7	30.5	22.3	—
US Mil Acad,IIB	38.5	29.4	25.6	19.9
U of Rochester,I	34.1	25.7	19.5	14.6
Utica Sch of Commerce, IV				11.8
Vassar C, IIB	32.5	23.7	17.4	16.3
Villa Maria C, III		—		11.4
Wagner C, IIA	29.1	22.7	19.3	14.5
Webb Inst Nav Arch, IIB	28.6			
Wells C, IIB	22.1	19.3	15.9	—
Westchester CC, III	40.1	34.4	28.4	18.3
Wood Sch, IV				11.8

NORTH CAROLINA

Anson Tech C, IV				12.6
Ashevl Buncombe Tech C, IV				16.9
Atlantic Chr C, IIB	21.9	18.0	15.1	—
Belmt Abbey C*, IIB	—	16.0	14.5	12.2
Bennett C, IIB	18.8	—	14.8	13.2
Bladen Tech Inst, IV				12.8
Blue Ridge Tech C, IV				16.6
Caldwel CC & Tech Inst, IV				14.1
Cape Fear Tech Inst, IV				16.4
Carteret Tech Inst, IV				13.9
Catawba C, IIB	19.4	16.2	14.4	—
Catawba Vly Tech C, IV				17.0
Cntrl Carolina Tech C, IV				15.0
Cntrl Piedmt CC, IV				18.9
Chowan C, IV				15.1
Clevind Tech C, IV				15.0
Coastal Carolina CC, IV				18.3
C of Albemarle, IV				14.7
Craven CC, IV				15.4
Davidson C, IIB	29.7	22.4	17.6	14.7
Davdsn Co CC, IV				17.5
Duke U, I	34.5	25.2	19.7	—
Durham Tech Inst, IV				16.1
Edgecombe Tech C, IV				13.3
Elon C, IIB	22.7	18.7	16.5	—
Fayettevl Tech Inst, IV				16.3
Forsyth Tech Inst, IV				16.6
Gaston C, IV				15.4
Greensboro C, IIB	19.8	17.4	15.7	—
Guilford C, IIB	25.2	19.9	15.6	
Guilford Tech Inst, IV				16.4
Halifax CC, IV				14.3
Haywood Tech Inst, IV				14.7
High Point C, IIB	18.3	16.2	13.7	—
Isothermal CC, IV				14.7
J Sprunt Tech C, IV				13.0
J C Smith U, IIB	19.9	17.9	15.2	12.9
Johnston Tech C, IV				13.9
Lees-McCrae C, IV				13.7
Lenoir CC, IV				15.3
Lenoir-Rhyne C, IIB	20.2	17.2	15.0	—
Livingstone C, IIB		15.0	14.2	11.5
Louisburg C, III	16.4			11.9
McDowell Tech Inst, IV				13.9
Mars Hill C, IIB	19.2	16.8	15.1	11.9
Martin CC, IV				14.8
Mayland Tech C, IV				14.5
Meredith C, IIB	22.5	18.4	15.3	13.6
Methodist C, IIB	17.0	15.6	14.3	
Mitchell CC, IV				14.9
Montgomery Tech Inst, IV				12.7
Montreat-Anderson C, IV				12.7
Mt Olive C, IV				14.2
Nash Tech Inst, IV				14.8
NC Weslyn C, IIB	2	16.9	14.8	
Pamlico Tech C, IV				13.1
Peace C, IV				15.9
Pfeiffer C, IIB	19.0	15.9	14.9	
Piedmnt Bib C, IIB				10.4
Piedmont Tech C, IV				13.7
Pitt CC, IV				15.2
Queens C, IIB	21.6	19.1	14.5	—
Randolph Tech C, IV				14.5
Richmond Tech C, IV				16.7
Roanoke-Chowan Tech Inst, IV				15.1
Robeson Tech C, IV				16.4
Rockingham CC, IV				15.6
Rowan Tech C, IV				17.2
Sacred Heart C, IIB	—		13.7	
St Andrews Presby C, IIB	24.0	19.5	16.0	13.5
St Augustn's C, IIB	18.6	16.5	13.2	11.9
St Mary's C, III		16.1	13.3	10.9
Salem C, IIB	21.3	17.4	15.5	—
Sampson Tech C, IV				13.8
Sandhills CC, IV				16.3
Shaw U, IIB	19.4	17.6	15.5	12.7
SE Baptist Theo Sem, IIA	21.6	16.0		
Stheastrn CC, IV				14.0
SW Tech C, IV				15.1
Stanly Tech C, IV				13.3
Surry CC, IV				14.2

N CAROLINA—Continued

	Prof	Asso Prof	Asst Prof	Inst
Tech C of Alamance, IV				16.7
Tri-County CC, IV				13.7
U of N Carolina Agri Tech St, IIA	27.4	23.4	19.6	15.6
Asheville, IIB	28.1	23.2	19.2	
Applachn St, IIA	26.4	21.8	19.2	15.8
Central, IIA	30.2	23.5	19.9	16.3
Chapel Hill, I	36.9	27.0	22.1	18.8
Charlotte, IIA	30.2	23.8	19.5	16.4
E Carolina, IIA	28.8	23.4	19.6	16.8
Eliz Cty St, IIB	26.7	22.6	19.5	16.6
Fayetvle St, IIB	27.3	23.4	19.7	15.1
Greensboro, I	35.2	25.8	20.6	16.2
Pembroke St, IIB	26.4	22.8	19.8	16.6
Raleigh, I	34.7	25.9	21.0	15.4
Sch Arts, IV				19.2
W Carolina, IIA	27.8	22.5	18.9	15.0
W Salem St, IIB	25.6	23.4	19.1	15.6
Wilmington, IIB	28.9	23.6	19.8	15.9
Vance-Grnvl CC, IV				14.3
Wake Forest U, IIA	30.0	24.5	19.2	15.0
Wake Tech C, IV				15.1
W Wilson C, IV				11.4
Wayne Cmty C, IV				16.4
W Piedmt CC, IV				17.2
Wilkes CC, IV				17.2
Wilson Co Tech, IV				15.4
Wingate C, IIB	21.6	16.9	16.1	15.6

NORTH DAKOTA

Bismarck JC, IV				19.8
Dickinson St C, IIB	22.9	20.2	17.5	15.5
Jamestown C, IIB	—	22.2	18.9	13.1
Lake Regn JC, IV				17.5
Mayvl St C, IIB	24.5	22.3	17.7	
Minot St C, IIA	23.3	20.6	18.8	16.4
ND St Sch Science, IV				18.8
ND St U, I	26.7	23.1	18.7	13.9
Bottineau, IV				18.0
U of No Dakota, I	25.6	21.4	17.8	15.2
Williston, IV				16.2
Vly City St C, IIB	24.2	20.3	18.4	—

OHIO

Air Force Inst of Tech, I	36.9	32.1	28.3	
Art Acad of Cinc, IV				13.4
Ashland C, IIB	22.1	19.3	16.2	13.3
Baldwin-Wallace C, IIB	24.5	20.1	16.5	
Belmont Tech C, III			—	15.5
Bluffton C, IIB	19.6	14.7	14.5	
Bowling Green St U, I	32.2	25.0	19.7	15.5
Firelands, III		24.0	18.4	15.0
Capital U, IIB	23.9	16.9	15.6	—
Case Western Reserve U, I	33.2	24.8	19.5	16.3
Cedarville C, IIB	20.4	17.0	15.6	
Cntrl Ohio Tech C IV				17.4
Cincinnati Bible Sem, IIB	19.1	—		
Clark Tech C, III		21.2	18.7	15.7
Cleveland St U, IIA	35.4	25.7	21.8	17.3
C Mt St Jos, IIB	19.2	16.7	13.9	12.9
C Steubenville*, IIB	21.9	18.4	15.7	12.7
C of Wooster, IIB	25.9	21.6	17.1	14.2
Columbus C of Art & Des, IIB	—	16.6	14.7	12.7
Columbus Tech Inst, IV				20.0
Cuyahoga CC, IV				24.8
Defiance C, IIB	19.5	17.3	16.1	—
Denison U, IIB	27.2	21.7	17.0	14.6
Dyke C, IIB			14.1	11.9
Edgecliff C, IIB	19.4	—	15.0	
Edison St CC, IV				17.5
Findlay C, IIB	2	18.2	15.8	12.7
Franklin U, IV				19.3
Hebrew Union C, I	40.0	26.9	23.9	—
Heidelberg C, IIB	23.0	17.3	15.0	—
Hiram C, IIB	25.8	19.4	16.0	
Hocking Tech C, IV				18.2
Jeffrsn Tech C, III		20.4	18.2	14.7
J Carroll U, IIA	24.6	20.8	18.7	16.3
Kent St U, I	29.1	22.5	19.0	15.9
Kenyon C, IIB	31.0	23.1	17.5	14.1
Lake Erie C, IIA	23.0	18.4	15.1	
Lakeland CC, IV				24.4
Lima Tech C, III			19.5	16.0
Lorain Co CC, III	26.7	25.3	20.7	16.1
Lourdes C, III		—	15.0	—
Malone C, IIB	20.3	17.4	14.6	
Marietta C, IIB	24.3	19.4	16.8	—
Marion Tech C, IV				18.2
Miami-Jacobs JC Bus, IV				8.3
Miami U Hamilton, III		23.7	18.1	17.3
Middltwn, III		22.6	17.8	19.3
Oxford, I	31.8	24.4	19.2	16.7
Michael J Owens-Tech C, III	—	21.4	18.0	15.8
Mt Union C, IIB	23.3	18.6	16.0	13.8
Mt Vernon Naz C, IIB	—	16.7	14.2	—
Muskingum Area Tech C, III		18.6	17.3	16.3
Muskingum C, IIB	21.6	17.0	14.8	11.6
N Cen Tech C, III		18.8	16.9	13.8
NW Tech C, IV				16.0
Notre Dame C*, IIB			14.7	—
Oberlin C, IIB	31.5	23.2	18.1	16.1
Ohio C Pod Med, IIA	—	—	23.7	
Ohio Domin C, IIB	19.6	17.2	14.5	12.0
Ohio North U, IIB	25.2	20.4	18.0	15.2
Ohio St U, I	34.9	26.0	21.8	17.1
Ag Tech, Inst, III		—	18.3	—
Lima, III		23.1	20.0	
Mansfld, III		24.9	19.6	
Marion, III		22.8	22.0	
Newark, III		23.0	19.7	
Ohio U, I	29.8	23.2	19.2	14.8
Belmont, III		22.0	19.3	
Chillicothe, III		—	18.1	
Lancaster, III		21.8	18.0	—
Zanesville, III		20.0	18.1	
Ohio Weslyn U, IIB	27.3	21.1	17.9	14.9
Otterbein C, IIB	26.6	18.8	16.8	13.7
Pontif C Joseph, IIA	—	8.8	6.4	
Rio Grande C, IIB		18.9	16.4	14.3
Shawnee St CC, III		21.9	18.0	14.5
Sinclair CC, III	24.1	20.4	16.6	13.6
S Ohio C, IV				11.5
Southn St CC, III		—	—	14.0
Stark Tech C, III		23.4	19.7	15.4
Terra Tech C, IV				17.1
Trinity Luth Sem, IIA	22.1	19.4		
United Theo Sem, IIA	20.3	—	—	

OHIO—Continued

	Prof	Asso Prof	Asst Prof	Inst
U of Akron, I	31.8	25.2	20.5	17.1
Wayne Gen Tech C, III			16.3	—
U of Cincinnati, I	34.0	25.1	20.2	15.0
Claremont Gen Tech, III			18.7	13.5
R Walters C, III		23.1	19.6	14.6
U of Dayton, IIA	26.3	22.3	18.2	14.1
U of Toledo, I	30.7	24.1	20.3	16.7
Ursuline C, IIB	17.6	—	14.5	14.6
Walsh C, IIB	18.6	16.1	—	
Wash Tech C IV				18.0
Wilberforce U, IIB	18.8	17.7	12.8	11.3
Wilmington C, IIB	19.6	17.8	14.5	—
Wittenberg U, IIB	25.7	21.4	17.6	17.3
Wright St U, IIA	29.2	22.8	18.2	14.8
Western Ohio, IIA		—	17.0	—
Xavier U, IIA	27.1	22.4	19.0	15.3
Yngstwn St U, IIA	29.9	25.0	20.1	15.3

OKLAHOMA

Bartlesvl Wslyn C IIA				15.4
Bethany Nazarene C, IIA	20.5	17.6	16.3	14.3
Cameron U, IIB	25.5	21.9	20.4	15.3
Carl Albert JC, IV				18.5
Cntl St U, IIA	27.1	24.7	22.2	18.6
Claremore JC, IV				18.9
Connors St C, IV				18.6
E Centrl Okla St U, IIA	24.6	23.3	20.9	17.3
Eastern Okla St C, IV				19.4
El Reno JC, IV				19.3
Langston U, IIB	27.0	19.3	17.6	16.4
Murray St C, IV				19.5
Nthestn Okla Agri-Mech C, IV				19.5
NE Okla St U, IIA	25.4	21.4	19.2	16.4
N Okla C, IV				19.3
NW Okla St U, IIA	26.3	23.4	20.5	15.5
Okla Baptist U, IIB	22.0	19.0	15.6	13.5
Okla Christ C, IIB	22.4	—	17.4	13.9
Okla Cty SW C, IV				11.5
Okla City U, IIA	26.9	18.7	15.3	—
Oklahoma Panhndl St U, IIB	23.0	21.5	—	16.3
Oklahoma St U, I

FACT-FILE—Continued

SOUTH CAROLINA—Cont.

	Prof	Asso Prof	Asst Prof	Inst
Erskine C, IIA	18.9	16.5	14.7	—
F Marion C, IIB	29.9	22.8	18.8	13.7
Friendship C, IV				8.7
Furman U, IIA	25.9	21.2	16.7	14.2
Greenvl Tech C, IV				17.3
Horry-Georgetwn Tech C, IV				16.0
Lander C, IIB	27.0	21.9	18.4	15.1
Limestone C, IIB	19.5	16.9	15.4	
Luth Theo Sem, I	19.4	—	—	
Midlands Tech C, IV				17.1
Morris C, IIB		—	12.6	11.9
Newberry C, IIB	19.8	16.3	16.0	13.8
N Greenville C, III			10.5	10.1
Orangeburg Calhn Tech C, IV				15.4
Piedmont Tech C, III				16.5
Presbyterian C, IIB	23.7	18.1	17.3	
SC St C, IIA	26.3	21.5	19.0	15.1
Spartnbrg Meth C, IV				13.7
Spartnbrg Tech C, IV				16.0
Sumter Area Tech C, IV				17.3
Tri Co Tech C, IV				16.3
Trident Tech C, IV				16.4
U of South Carolina Aiken, IIB		—	20.7	16.8
Beaufort, III			—	16.2
Coastal Carolina, IIB	24.4	20.9	17.8	14.3
Columbia, I	33.8	25.2	19.8	15.6
Lancaster, III			19.4	17.0
Spartanburg, IIB		—	20.4	17.9
Sumter, III				16.8
Union, III			—	16.9
Voorhees C, IIB	19.3	16.8	13.5	12.0
Winthrop C, IIA	29.3	23.8	19.7	13.9
Wofford C, IIB	25.5	19.7	15.4	
York Tech C, IV				16.6

SOUTH DAKOTA

Augustana C, IIA	22.8	19.3	16.6	13.6
Black Hills St C, IIA	22.6	19.0	17.0	14.4
Dakota St C, IIB	21.2	18.5	16.5	15.1
Dakota Wesleyan U, IIB	20.6	18.5	14.7	—
Freeman JC, IV				11.2
Huron C, IIB		—	14.2	12.6
Mt Marty C, IIB		—	—	15.0
National C, IV				15.1
Northern St C, IIA	20.2	19.3	17.2	15.7
Oglala Sioux CC, IV				15.8
Presentation C, IV				13.8
Sioux Falls C, IIB	18.5	16.8	15.7	—
S D Sch of Mines and Tech, IIA	27.4	21.5	19.0	—
S D State U, IIA	24.4	20.1	17.3	15.0
U of S D, I	27.3	21.2	17.3	13.8
Springfield, IIB	21.5	19.8	18.1	15.7
Yankton C, IIB	16.9	—	13.8	13.1

TENNESSEE

Aust Peay St U, IIA	25.9	20.6	16.8	13.8
Belmont C, IIB	20.8	17.7	15.1	14.1
Bethel C, IIB	15.7	13.8	—	—
Bryan C, IIB	19.9	17.3	14.7	
Carson-Newman C, IIB	20.8	17.6	15.1	—
Chattanooga St Tech CC, III		20.9	19.2	17.0
Christ Bros C*, IIB	23.8	18.7	14.5	
Cleveland St CC, III		—	18.8	17.1
Columbia St CC, III			19.9	18.1
Cumberland C, IV				11.9
D U Ijsseomb C, IIB	18.9	16.7	15.0	12.7
Dyersburg St CC, III			—	17.3
E Tenn St U, IIA	27.8	23.0	19.9	15.3
Fisk U, IIA	24.0	18.9	15.5	13.3
Free Will Bapt Bib C, IV				15.1
Freed-Hardeman C, IV				15.6
Hiwassee C, IV				13.3
Jackson St CC, III		—	19.2	17.1
King C, IIB	20.6	—	14.1	
Lambuth C, IIB	19.2	17.1	14.5	—
Lane C, IIB	14.3	14.2	12.0	11.2
Lee C, IIB	20.0	18.2	16.0	13.4
LeMoyne-Owen C, IIB	17.1	14.6	11.8	11.0
Lincln Mem U, IIB		12.9	12.7	11.6
Martin C, III	15.7		—	

TENNESSEE—Continued

	Prof	Asso Prof	Asst Prof	Inst
Maryville C, IIB	17.3	14.3	12.6	—
Memphis Acad of Arts, IIB	19.2	—	—	
Memphis St U, I	29.1	23.3	18.5	14.7
Mid Tenn St U, I	27.2	22.3	18.6	15.4
Motlow St CC, III		19.3	17.6	15.5
Nashvl St Tech Inst, III		—	19.7	16.5
Roane St CC, III			20.4	17.7
Shelby St CC, III		—	19.8	18.0
Southern C of Optometry, IIA		33.9	29.9	25.3
Southern Missionary C, IIB	16.1	15.2	14.2	12.6
Southwestern at Memphis, IIB	25.4	20.5	14.6	
St Teach Inst at Memphis, III	20.7	18.7	16.8	14.3
Tenn St U, IIA	27.2	22.4	18.1	14.6
Tenn Tech U, IIA	27.3	22.2	18.6	14.8
Tenn Temple U, IV				9.9
Tenn Wesleyan C, IIB		—	—	12.0
Tomlinson C, IV				12.0
Trevecca Nazarene C, IIB	18.0	15.3	13.6	—
Tusculum C, IIB		—	15.0	13.3
Union U, IIB		22.0	18.5	16.6
U of the So, IIB		25.1	19.9	16.6
U of Tennessee Chattanooga, IIA	27.4	22.1	17.3	13.6
Knoxville, I	30.2	23.3	18.9	14.5
Martin, IIA	23.8	20.7	17.4	—
Vanderbilt U, I	32.8	23.5	18.3	15.4
Volnteer St CC, III		—	20.2	17.6
Walters St CC, III		—	19.3	17.4

TEXAS

Abilene Christian U, IIA	25.2	21.0	17.4	14.2
Alvin CC, IV				20.7
Amarillo C, III	21.6	20.5	17.6	16.7
Angelina C, IV				17.4
Angelo St U, IIA	25.7	22.4	20.2	14.1
Austin C, IIA	24.6	20.0	15.7	—
Baylor U, I	30.9	22.9	19.5	18.0
Bee Co C, IV				16.7
Bishop C, IIB	20.0	19.1	15.9	14.7
Blinn C, IV				19.1
Brazosport C, IV				18.4
Brookhaven C, IV				21.6
Cent Tex C, IV				20.8
Cisco JC, IV				14.9
Clarendon C, IV				14.2
C Mainland, IV				21.7
Cooke Co C, IV				17.2
Corp Christi St U, IIA	27.9	21.3	17.5	13.7
Dallas Bib C, IIB				10.5
Del Mar C, III	27.0	22.6	19.9	17.4
East Texas St U, I	26.7	21.9	18.8	16.0
Eastfield C, IV				23.4
El Centro C, IV				21.0
El Paso Co CC, IV				18.3
Epis Theo Sem of SW, IIA	28.6			
F Phillips C, IV				19.4
Galveston C, IV				19.5
Grayson Co JC, IV				16.1
Gulf Coast Bible C, IIB	17.7			—
Hardin-Simmons U, IIA	21.2	17.7	15.4	13.0
Hendrsn Co JC, IV				16.6
Hill JC, IV				13.9
Houston Bapt U, IIB	22.7	20.1	18.3	16.3
Houston CC, IV				17.1
Howard C, Big Spring, IV				18.4
Howrd Payne U, IIB	16.5	15.4	14.2	11.6
Huston-Tillotson C, IIB	20.3	17.2	15.5	12.1
Incarnate Wd C, IIA	23.2	18.2	15.6	13.1
Jacksnvl C, IV				12.4
Jarvis Christ C, IIB	20.9	17.3	15.5	13.2
Kilgore C, IV				19.0
Lamar U, IIA	27.4	22.1	18.2	14.3
Laredo JC, IV				17.5
Laredo St U, IIA	25.4	21.5	18.6	—
Lee C, IV				23.6
LeTourneau C, IIB	17.7	16.2	14.6	12.0
Lon Morris C, IV				15.6
Lubbock Chr C, IIB	17.7	16.2	12.7	11.5
McLennan CC, IV				18.0
McMurry C, IIB	20.0	17.2	14.6	—
Midland C, III	22.2	—	—	—
Midwstrn St U, IIA	26.5	21.8	18.6	14.2
Mt View C, IV				23.4

TEXAS—Continued

	Prof	Asso Prof	Asst Prof	Inst
Navarro C, IV				18.6
N Harris Co C, IV				18.9
No Texas St U, I	28.1	22.6	18.9	15.9
Odessa C, III	26.5	21.6	19.8	18.0
Our Lady of the Lake U, IIA	21.1	18.7	16.6	12.1
Pan Amer U, IIA	28.9	23.3	18.7	15.8
Panola JC, IV				16.7
Paris JC, IV				15.1
Paul Quinn C, IIB		—		11.4
Prairie View A&M U, IIA	22.2	21.1	18.5	15.1
Ranger JC, IV				15.9
Rice U, I	34.4	24.6	20.1	16.6
Richland C, IV				23.3
St Edward's U, IIB	22.5	18.1	15.2	12.5
St Mary's U San Antonio*, IIA	27.5	18.8	14.2	12.4
St Phillip's C, III		—	22.6	19.5
Sam Houston St U, IIA	27.3	22.2	18.6	14.8
San Antonio C, III	25.7	22.8	19.7	16.8
San Jacinto C, Main campus, IV				20.1
Schreiner C, III		—		12.4
So Plains C, III	20.4	19.9	18.1	15.7
So Tex C of Law, IIA	37.7	—		
So Methodist U, I	32.7	23.8	18.6	13.3
SW Texas JC, IV				16.6
SW Tex St U, IIA	26.3	22.9	18.0	14.1
SW Assembly of God C, III		—	—	12.2
SW Christian C, III			12.7	11.7
SW U, IIB	23.9	20.6	15.3	
Stephen Austin St U, IIA	26.9	21.7	18.4	14.8
Sul Ross St U, IIA	23.5	22.0	17.5	14.3
Tarleton St U, IIA	23.2	19.9	17.5	14.3
Temple JC, IV				17.6
Texarkana CC, III	19.2	16.4	17.0	15.9
Texas A&I U, IIA	25.6	20.7	17.6	13.6
Texas A&M U, I	33.8	25.9	20.9	15.7
Galveston, IIB			20.2	18.2
Tex Christian U, I	26.8	21.0	17.4	13.9
Texas C, IIB	16.9	—	12.0	10.5
Texas C				
Osteo Med, IIA	36.4	28.5	26.3	—
Tex Luth C, IIB	21.8	18.8	16.7	
Texas Southrn U, I	25.9	22.7	18.2	14.5
Tex Sthmost C, IV				18.7
Tex St Tech Inst Amarillo, III	16.5	15.7	13.6	
Harlingen, III	18.1	16.1	14.3	
Waco, III	19.5	16.8	14.7	
Texas Tech U, I	27.9	21.7	17.8	15.7
Texas Wesleyan C, IIB	20.5	18.6	16.9	—
Tex Woman's U, I	29.1	23.4	19.2	16.3
Trinity U, IIA	27.9	22.8	18.9	16.9
Tyler JC, IV				15.4
U of Dallas, I	23.7	21.8	17.6	
U of Houston, I	32.3	25.2	19.5	16.2
Clear Lake, IIA	29.5	23.4	19.8	19.4
Downtown, IIB			19.9	17.2
Victoria, IIA			—	17.2
U of Mary Hardin-Baylor, IIB	18.3	15.8	13.9	12.5
U of St Thomas*, IIA	19.0	17.0	15.8	14.7
U of Texas Arlington, IIA	29.4	23.0	18.6	13.5
Austin, I	33.4	23.5	19.0	14.6
Dallas, I	32.2	23.4	18.5	15.8
El Paso, IIA	27.9	23.3	19.0	15.9
Perm Basin, IIA	26.8	20.6	17.3	
San Antonio, IIA	27.5	21.9	17.6	—
Tyler, IIA	24.0	19.3	16.9	—
Vernon Reg JC, IV				16.1
Victoria C, IV				20.7
Weatherford C, IV				16.3
W Texas St U, IIA	25.8	21.7	17.8	15.0
Western Tex C, III	22.0	19.9	17.8	14.8
Wharton Co JC, IV				19.8
Wiley C, IIB	16.8	14.4	—	11.8

UTAH

C of Eastern Utah, IV				18.9
Dixie C, III		—	22.4	19.9
Snow C, III	24.9	22.0	17.6	15.8
So Utah St C, IIB	25.9	21.1	17.8	15.6
U of Utah, I	33.2	24.3	19.7	17.0
Utah St U, I	29.4	23.4	19.2	15.0
Utah Tech C Provo, IV				19.3
Salt Lake, IV				18.9
Weber St C, IIB	27.0	22.5	19.5	15.2

UTAH—Continued

	Prof	Asso Prof	Asst Prof	Inst
Westminster C, IIB	19.2	17.9	14.9	—

VERMONT

Castleton St C, IIA	19.7	16.6	14.7	13.6
Champlain C, III		—	17.8	16.7
Goddard C, IV				10.7
Green Mtn C, IIB		—	16.8	14.9
Johnson St C, IIA	20.0	17.1	15.4	12.6
Lyndon St C, IIB	19.1	17.1	14.4	13.0
Marlboro C, IV				13.2
Middlebury C, IIB	29.1	21.9	17.5	15.8
Norwich U, IIB	25.6	20.3	17.4	15.9
St Michl's C*, IIA	24.5	19.2	15.7	—
Sch for Instl Training, IV				12.0
S Vermont C, IV				14.3
Trinity C, IIB		—	14.5	—
U of Vt & St Ag C, I	28.9	22.3	18.5	14.1
Vermont C, IIB		—	20.7	18.0
Vt Law Sch, IIA	37.9	—		
Vt Tech C, III	29.0	22.3	18.5	14.2

VIRGINIA

Blue Ridge CC, III		—	21.5	17.9
Bridgewater C, IIB	21.3	17.6	15.7	—
Cntrl Virginia CC, III	22.7	20.8	17.5	15.8
C Wm & Mary, I	29.6	23.8	18.8	—
Chris Nwprt C, IIB	24.1	19.9	18.3	16.5
Rich Bland C, III		—	21.4	17.0
D Lancaster CC, III			20.3	17.4
Danville CC, III		—	18.9	16.3
E Mennonite C, IIA	18.0	16.0	14.4	12.8
Emry & Hnry C, IIB	20.8	17.3	15.1	
Geo Mason U, IIA	27.6	22.5	18.9	14.4
Germanna CC, III		—	19.2	17.4
Hollins C, IIB	27.8	22.2	16.0	
J Madison U, IIA	26.3	22.0	18.3	15.3
JS Reynlds CC, III	22.6	19.3	17.0	14.7
John Tyler CC, III	20.9	20.0	16.4	—
Liberty Bapt C, IIB	20.5	18.6	16.7	14.2
Longwood C, IIB	24.4	20.5	17.2	13.6
Lord Fairfax CC, III		—	18.1	16.5
Lynchburg C, IIA	24.7	19.4	17.0	—
Mary Bldwn C, III	21.2	17.7	15.2	13.7
Mt Washngtn C, IIB	22.7	19.3	16.0	—
Marymount C, IIB	25.9	—	15.6	—
Mtn Empire CC, III			—	16.5
New River CC, III	21.5	19.8	17.0	14.0
Norfolk St U, IIA	25.7	21.0	18.0	13.7
No Virginia CC, III	23.7	20.8	17.7	14.6
Old Domin U, IIA	31.3	23.5	19.3	15.6
Patrk Henry CC, III			—	17.1
PD Camp CC, III			17.8	16.7
Piedmnt Va CC, III			18.2	16.8
Prot Epis Sem, IIA	18.3		—	
Radford C, IIA	26.2	21.0	17.7	15.2
Randolph-Macon C, IIB	24.0	19.8	16.1	
Randolph-Macon Woman's C, IIB	22.6	17.9	15.4	—
Rapphnnck CC, III			20.0	16.4
Roanoke C, IIB	26.2	19.2	16.4	
Shenandoah C Cons Music, IIB		—	16.5	14.7
S Sem JC, IV				12.2
Southsd Va CC, III			18.8	16.3
SW Virginia CC, III		—	19.5	18.3
Sweet Briar C, IIB	25.1	19.3	15.8	
T Nelson CC, III	22.3	19.6	16.8	14.8
Tidewater CC, III	21.9	19.2	16.7	14.5
Union Theo Sem, IIA	17.4		—	
U of Richmnd, IIA	31.1	24.0	18.0	14.1
U of Virginia, I	38.0	26.9	19.4	14.7
Clinch Vly C, IIB	23.8	18.7	16.3	
Va Commwlth U, I	29.7	24.5	20.4	15.8
Va Highlnds CC, III		20.0	17.0	13.5
Va Intermont C, IV				13.7
Va Milit Inst, IIB	25.2	20.8	18.2	14.8
Va Poly Inst, I	35.6	26.5	20.7	15.1
Virginia St U, IIA	25.8	22.1	18.2	15.3
Va Union U, IIA	20.7	16.5	14.1	13.2
Va Wesleyan C, IIB	23.1	19.0	16.5	
Va Western CC, III	22.6	20.2	17.4	14.2
Washington and Lee U, IIB	29.2	21.2	18.5	—
Wytheville CC, III		—	19.4	16.6

WASHINGTON

Bellevue CC, IV				22.8
Big Bend CC, IV				21.8
Cntrl Wash U, IIA	27.7	22.7	19.9	—
Centralia C, IV				22.6
Clark C, IV				21.9
Col Basin C, IV				21.2
Cornish Inst, IV				11.5

WASHINGTON—Continued

	Prof	Asso Prof	Asst Prof	Inst
E Wash U, IIA	26.8	23.1	19.4	—
Edmonds CC, IV				21.8
Everett CC, IV				22.6
Evergrn St C, IV				24.2
Ft Stlacm CC, IV				21.4
Grays Harbr C, IV				23.2
Green Rvr CC, IV				24.1
Highline CC, IV				22.3
Lower Col C, IV				20.5
Luth Bib Inst of Seattle, IIB				17.0
N Seattle CC, IV				22.5
NW C Assemb of God, IIB		17.8	—	—
Olymp Tech CC, IV				21.1
Olympic C, IV				23.1
Pacific Luth U, IIA	25.6	20.5	17.5	14.6
Peninsula C, IV				22.8
St Martin's C, IIB		—	18.2	15.7
Seattle CC, IV				22.7
S campus, IV				21.5
Seattle Pcfc U, IIA	24.4	20.7	18.2	15.0
Seattle U*, IIA	24.8	20.3	17.1	14.9
Shoreline CC, III	22.8			16.4
Skagit Vly C, IV				21.7
Spokane CC, IV				21.2
Spokan Fls CC, IV				23.1
Tacoma CC, IV				24.8
U Puget Sound, IIA	26.0	21.4	17.5	
U of Washington, I	34.1	24.5	20.1	15.6
Walla Walla CC, IV				18.1
Washington St U, I	30.6	23.6	20.3	—
Wenatchee Valley C, IV				20.4
W Wash U, IIA	27.6	22.7	18.4	
Whatcom CC, IV				20.1
Whitman C, IIB	28.2	21.9	16.8	
Whitworth C, IIA	23.5	19.6	16.5	—
Yakima Vly CC, IV				22.2

WEST VIRGINIA

Alderson-Broaddus C, IIB		—	17.6	14.6
Bethany C, IIB		23.5	23.0	15.5
Bluefield St C, IIB	20.7	19.0	16.6	14.4
Concord C, IIB	23.5	19.1	16.2	
Davis & Elk C, IIB	18.8	15.7	14.2	12.1
Fairmont St C, IIB	23.6	19.1	17.0	14.7
Glenville St C, IIB	22.3	19.5	17.3	14.2
Marshall U, IIA	24.7	21.0	17.7	14.5
Ohio Vly C, IV				12.2
Parkersburg CC, III		—	19.1	16.6
Potomac St C, III	21.2	17.8	15.9	13.7
Salem C, IIB		—	18.1	13.7
Shepherd C, IIB	23.7	20.6	18.2	15.8
Southern W Va CC Logan, III			16.3	14.1
Williamson, III			16.9	14.1
W Liberty St C, IIB	22.9	19.5	17.0	15.2
W Va C of Grad Studies, IIA	28.0	23.3	18.7	—
W Va Inst Tech, IIB	23.8	19.9	17.3	14.4
W Va No CC, III		—	—	15.2
W Va St C, IIB	23.4	19.8	17.0	14.3
West Virginia U, I	28.8	22.9	18.4	14.4
W Va Wesleyan C, IIB	20.6	17.3	15.4	12.8
Wheeling C, IIB	22.8	18.5	16.1	14.5

WISCONSIN

	Prof	Asso Prof	Asst Prof	Inst
Alverno C, IIB		—	18.7	15.7
Beloit C, IIB	22.5	17.4	15.5	
Blackhawk Tech Inst, IV				20.0
Cardinal Stritch C*, IIA		17.1	—	13.1
Carroll C, IIB	24.8	20.0	18.4	
Carthage C, IIB	23.0	18.8	15.9	—
Concordia C, III		—	—	15.2
Dist One Tech Inst, IV				21.6
Edgewood C, IIB		17.3	—	—
Gateway Tech Inst Kenosha, IV				18.1
Racine, IV				17.5
Inst of Paper Chemistry, IIA	32.2	28.6	25.9	
Lakeland C, IIB		—	—	14.2
Lakeshore Tech Inst, IV				19.2
Lawrence U, IIB	28.9	23.6	17.9	
Madison Area Tech C, IV				23.7
Marian C, IIB		20.0	15.4	12.9
Marquette U, I	32.9	25.5	20.1	15.7

WISCONSIN—Continued

	Prof	Asso Prof	Asst Prof	Inst
Mid-State Tech Inst, IV				19.2
Milton C, IIB		—	14.2	13.2
Milwaukee Area Tech C, IV				24.8
Moraine Park Tech Inst, IV				18.6
Mount Mary C, IIB		19.3	14.7	11.7
Mt Senario C, IIB		18.7	14.4	12.0
Nashotah House, IIA	18.4	—		
Nicolet C, Tech Inst, IV				20.8
NE Wis Tech Inst, IV				20.0
Northland C, IIB	18.5	16.3	14.7	—
Northwestern C, IIB	11.2			
Ripon C, IIB	27.6	21.1	16.9	15.4
St Norbert C*, IIB	25.1	21.0	15.5	
SW Wis Voc Tech Inst, IV				17.1
U of Wisconsin Eau Claire, IIA	29.1	22.9	19.9	17.0
Green Bay, IIA	30.0	23.1	17.1	16.0
La Crosse, IIA	28.6	23.5	21.5	18.4
Madison, I	32.8	23.9	20.3	15.8
Milwaukee, I	33.4	24.3	20.1	18.0
Oshkosh, IIA	28.7	24.0	20.6	18.0
Parkside, IIA	31.2	23.9	19.6	
Platteville, IIA	27.4	23.4	20.3	—
Rvr Falls, IIA	27.9	22.2	18.5	16.2
Stevens Pt, IIA	27.1	22.2	18.6	16.0
Stout, IIA	27.6	22.4	19.7	17.0
Superior, IIA	30.1	23.5	18.9	—
Whitewater, IIA	28.6	23.6	21.0	18.8
Center System, III	25.6	21.6	18.1	15.2
Viterbo C, IIB		18.8	16.2	13.9
Waukesha Co Tech Inst, IV				23.3
W Wis Tech Inst, IV				20.1

WYOMING

Casper C, IV				19.8
Central Wyo C, IV				19.5
E Wyo C, IV				17.0
Laramie Co CC, IV				21.3
NW CC, IV				19.6
Sheridan C, IV				19.6
U of Wyoming, I	32.8	25.8	20.9	17.6
W Wyo CC, III		—	25.9	22.2

PUERTO RICO

American C of PR, IIB			—	9.3
Antillian C, IIB			9.2	8.1
Bayamon Central U, IIB			10.7	10.3
Cath U of PR, IIA	15.8	12.8	11.6	9.8
Cons of Music PR, IIB		9.8	9.4	
Inter Am U of PR Aguadilla, III			11.2	10.6
Arecibo, III			12.1	10.1
Barranquitas, IV				10.7
Fajardo, III			11.8	10.3
Guayama, III			11.7	10.2
Ponce, III		13.0	12.2	10.3
San German, IIA	17.3	13.9	12.2	10.1
Puerto Rico JC, III			—	9.8
San Juan Tech CC, IV				9.0
U of Puerto Rico Cayey, IIB	26.0	20.2	16.6	13.2
Humacao, IIB		—	19.1	17.8
Mayaguez, IIA	25.8	20.3	16.9	13.7
Rio Piedras, I	25.6	19.5	16.3	13.4
U Sacred Hrt, IIB		—	13.4	12.4

GUAM

U of Guam, IIA	29.4	24.0	20.9	18.8

CANAL ZONE

Pan Canal C, III				32.8

MICRONESIA

CC Micronesia, IV				9.0

VIRGIN ISLANDS

C of Virgin I, IIA	25.4	20.7	18.2	15.4

AAUP

Continued from Page 1

political power at both the national and state level. It would give us a major voice in shaping our affiliates' policies towards higher education, and an opportunity to influence their choice of that part of the staff which deals with higher education," said the subcommittee's report.

The report also noted that a national affiliation would "dramatically increase our ability to wage campaigns for election as bargaining agent."

However, the report pointed out, affiliation with another union could result in "a certain skewing" of the A.A.U.P.'s activities. Traditionally, the A.A.U.P. has considered itself primarily a supporter and defender of "higher education generally," developing standards for academic employment and governance, while the A.F.T. and the N.E.A. have been more concerned with assisting individual faculty members. It would be "very unfortunate," said the report, if the A.A.U.P. were to be regarded solely as "the faculty member's lawyer, doctor, defender in the trenches, come what may."

Any change in attitude toward the A.A.U.P.'s mission could also mean loss of the "authoritative status" of its policy statements and case studies of policy violations, the report concluded.

The special subcommittee report was prepared at the request of the A.A.U.P.'s executive committee to help the association evaluate its policies on collective bargaining and develop guidelines for its future relationships with the other two faculty organizations.

The subcommittee was composed of Julius G. Getman, professor of law at Yale University and the A.A.U.P.'s general counsel; David C. Newton, professor of biological sciences at Central Connecticut State College; and Judith Jarvis Thomson, professor of philosophy at the Massachusetts Institute of Technology and the association's second vice-president.

The association has taken no official position on the report.

A copy of the report, which had been confidential, was made available to *The Chronicle* at the A.A.U.P.'s annual meeting here.

Since the early 1970's, when the three national associations began seriously to organize college and university faculty members, overtures for mergers have been made by one or the other organization periodically. Negotiations have faltered most often over philosophical differences—particularly negotiations over A.F.L.-C.I.O. affiliation.

Competition an Issue

Rather than a question of merger, "the question today is how we will relate to the other organizations," said Mr. Spitzberg. "There is interest in thinking seriously about the relationship in the collective-bargaining sector between and among the A.A.U.P., the N.E.A., and the A.F.T.."

In his first address as the A.A.U.P.'s chief administrative officer, Mr. Spitzberg told delegates at the association's annual meeting that he considered "the continuing competition in the collective-bargaining sector" a major issue.

Although "aspects of this competition are healthy and provide faculty with an interesting set of collective-bargaining choices," he said, "we in the A.A.U.P. must be prepared to explore further evolution of our relationship with the other two national participants in collective bargaining in higher education."

The association has appointed a committee to continue within the organization "conversations which have begun this year on terms and conditions affecting the relationship of the A.A.U.P. with the N.E.A. and A.F.T.," Mr. Spitzberg said. The A.A.U.P.'s first vice-president, Robert A. Gorman, professor of law and associate dean of the law school at the University of Pennsylvania, will be chairman of the committee.

The A.A.U.P., which has several alliances with affiliates of the other two organizations at statewide and local levels, could continue with these "*ad hoc* affiliations" rather than make "a one-time national affiliation with either the A.F.T. or the N.E.A.," the report said.

However, it stressed that the association must "make a principled decision in the near future as to whether or not it really does prefer to continue to engage in *ad hoc* affiliation." Otherwise, case-by-case decisions may make national affiliation "insuperably difficult, thereby depriving the association of choice in the matter," the report said.

Either a national alliance or more *ad hoc* affiliations would mean a substantial increase in membership and funds for the A.

JUNE 29 1981

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THE CHRONICLE of Higher Education

June 29, 1981 • $1.25
Volume XXII, Number 19

News Summary

Articles on inside pages

Students' experimentation with new sexual relationships has not caused the problems that many college administrators feared. The first article in a series on student dating and mating appears on Page 3.

Only "human imagination" may limit the application of advances in biology and genetic engineering, university administrators have been told. Story on Page 7.

A "sellout"—that's what some civil-rights advocates call an agreement the U.S. government reached with North Carolina for desegregation of its public colleges and universities. Story on Page 9.

The Treasury Department, under strong political pressure, has promised to stop, for at least one year, any attempts to tax employees' fringe benefits. Story on Page 9.

New strategies to improve the quality of teachers and foster more ties between high schools and colleges have been proposed. Story on Page 5.

The columnist Russell Kirk has been accused of "literary fraud" in an article he wrote satirizing social-science textbooks. Story on Page 17.

Dumas Malone never intended to spend 40 years producing his biography of Thomas Jefferson, but, he says, "I'd hate to think of missing this journey." Story on Page 15.

Canadian universities will be allowed to award athletic scholarships in the future, a move that is opposed by institutions in Ontario. Story on Page 14.

The British Library has begun work on an ambitious program to improve its American collection, as well as a $1-billion building plan. Story on Page 13.

ALSO IN THIS ISSUE

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Resignation of Director Causes Concern About Future of NIH

By Cheryl M. Fields

WASHINGTON

The surprise resignation of Donald S. Fredrickson as director of the National Institutes of Health has raised questions about the future independence and management of the $3-billion research agency.

Amid conflicting reports over whether Dr. Fredrickson had been asked to resign, one science lobbyist here said, "There is a great deal of concern in the academic community over the resignation and concern that the job might be politicized."

President Reagan's nominee for Surgeon General, C. Everett Koop, a Philadelphia surgeon, has become embroiled in politics because of his outspoken opposition to abortion and test-tube fertilization and because he has no experience in public-health administration. As Surgeon General, Dr. Koop would head the 7,000-member Public Health Service Corps, which staffs Public Health Service and Indian Health Service facilities and other federal health posts.

Dr. Fredrickson, who will become a visiting fellow at the National Academy of Sciences, insisted that it was a desire to get away from the "relentless" administrative burdens of his job that led him to resign, not conflicts with the White House or with Richard S. Schweiker, Secretary of N.I.H.'s parent agency, the Department of Health and Human Services.

WIDE WORLD

Donald S. Fredrickson

Some associates of Dr. Fredrickson said he had been considering leaving his post for some time, although they acknowledged they were surprised at the sudden announcement. Other sources indicated he had been asked to resign, despite reports that the White House had agreed that he could remain.

Dr. Fredrickson announced on June 19 that he was resigning July 1 for "personal reasons." A respected researcher on metabolism, he was named director of the institutes by President Ford in 1975, having served in a number of other N.I.H. posts since he joined the agency in 1953.

President Carter kept him on as director after science leaders argued that the N.I.H. directorship should be seen as "a substantive science post" and not be subject to politics.

Although N.I.H.'s $3.76-billion budget for fiscal 1982 is not large enough to keep pace with inflation, Dr. Fredrickson was credited by many observers with keeping it from falling even further behind by persuading the Reagan Administration to seek only modest cuts.

Several top positions in N.I.H. are now

Continued on Page 10, Column 1

Faced with Uncertainty of U.S. Aid, Colleges 'Scrounge for Little Dollars'

By Janet Hook

Suppose you are an official of a public community college that has no endowment and charges no tuition, where more than a third of your students on financial aid come from welfare families.

Then Congress votes to cut every one of your students' Pell Grants by $80 this fall, and the future of virtually every other federal student-aid program is in question as lawmakers try to agree on ways to reduce government spending.

You can't dip into your endowment to make up for lost federal aid; you don't have one. You can't raise tuition. And you can hardly expect many of your students or their families to bear a greater share of education costs. What do you do?

That's the question facing officials at Pasadena Community College, where Gene S. Miller, director of financial aid, says officials are "scrounging for every little dollar we can find" to help make up for the anticipated drop in federal student aid this fall.

"If we can't dig up enough little dollars here and there, we're going to be turning students away," says Ms. Miller.

College officials elsewhere also have been looking for ways to insure that needy students will have enough money to enter or return to college this fall, despite expected reductions in federal support.

Half of the challenge facing such officials is the lack of certainty about what changes will be made in federal grant and loan programs—and when those changes will take effect.

Many are deferring major decisions about their financial-aid policies until the dust settles in Washington and the new terms of federal programs are agreed upon.

While Congress already has decided to slash spending for Pell Grants and reduce

Continued on Page 8, Column 3

Faculty Shortage Perils Engineering Schools' Growth

By Jack McCurdy

LOS ANGELES

Engineering schools at American universities are on the "eve of disaster" because of a growing and unprecented shortage of graduates to serve the demands of private industry, the American Society for Engineering Education was told last week.

The most pressing problem is a shortage of about 2,500 faculty members to teach engineering, which has led schools to impose limits on enrollment at a time when the demand for engineers is climbing, delegates to the conference said.

The faculty shortage has developed because industry has recruited most of the engineering schools' graduates, leaving relatively few to go on to graduate school and prepare for teaching. In addition, engineers already on university faculties have been lured away by higher salaries paid in industry. In some cases, the pay for engineers in private industry is nearly double that of engineering professors.

If the salary differences grow even more, "we will see a vast exodus from the campuses," said Vincent S. Haneman, Jr., dean of engineering at the University of Alaska and outgoing president of the the society. He added that an increase in the difference in pay was likely to come about.

The need for engineering professors "is going to get worse and the quality of instruction will continue to degrade," said

Continued on Page 5, Column 2

FIRST OF A SERIES

After the Sexual Revolution: Campus Life Without the Old Rules

More students are 'living together,' there's more interracial dating, and many homosexuals are 'coming out'

ILLUSTRATION FOR THE CHRONICLE BY DAVE MCELROY

By Lorenzo Middleton and Anne C. Roark

SANTA CRUZ, CAL.

In the dormitories at the University of California at Santa Cruz, men and women live on the same floors. They cook in the same kitchens. They do their laundry in the same washing machines. They shower in the same bathrooms. They throw parties together. They study together.

They do everything together, they say, but have sex.

Living together, they say, has not led to increased promiscuity. Rather, says one Santa Cruz freshman, it has taught students "how to appreciate each other as *people*, not just as members of the opposite sex."

Students in a coed dormitory become "like a family," explains a junior, "we are like sisters and brothers."

That sort of attitude is not what many educators and parents expected, back in the late 1960's and early 1970's, when college students began to ask for fewer social restrictions.

In those days, the demands of the "free love" generation often were greeted with predictions that colleges and universities, if they acquiesced, would become havens for sexual abandon, where young minds and bodies would be easily corrupted.

What alarmed many educators and parents in the late 60's was the abandonment of the old social rules. The civil-rights, anti-war, and women's movements brought to many campuses—large and small—a sexual revolution in which students were "experimenting" with sex, openly and sometimes rebelliously.

Not only were male and female students living together in dorms; they were setting up housekeeping off the campus. Dating habits were beginning to change, with women increasingly "making the first move" in asking for a night out—or in bed. While some students were "getting into" interracial dating, others were trying out homosexuality.

Concern Now Said Exaggerated

As institutions adapted to such changes, administrators and researchers began to notice that students were accepting their new freedom with increased maturity and responsibility. Today, many educators agree that a lot of the early concern was exaggerated.

"People were saying, as they have always been saying, that if you give students any more freedom, all hell will break loose," says Dean R. Hoge, a sociologist at Catholic University. "Well, that doesn't appear to have happened."

More recently, magazine and newspaper articles have fostered the widespread perception that campuses have taken on the raucous "animal house" mentality of the late 50's and early 60's without shaking the sexual promiscuity of the 60's and 70's.

That image appears to be only partially accurate.

It is true that fraternities and sororities are regaining popularity on some campuses, college administrators are worried about excessive drinking among students, and many parents are concerned about their college-age children's attitudes toward casual sex. At the same time, however, many educators say students have become more conservative and are devoting more time to studies and less energy to campus social and political activities than did their counterparts in the recent past.

Over the past several months, *Chronicle* reporters have studied sociological and psychological reports and interviewed more than a hundred students, educators, and researchers in an attempt to find out how the students of the 1980's are adapting to the social changes wrought in the late 1960's and early 1970's.

In addition, *The Chronicle* commissioned a survey of student-personnel administrators at 150 four-year colleges and universities. The survey was conducted for *The Chronicle* by John Minter Associates, a Boulder, Colo., research organization that specializes in studies of higher education.

Among the major trends:

▶ Cohabitation, once considered a form of rebellious behavior, is now firmly entrenched as a "living alternative" for many students. In the Chronicle Survey, seven out of eight institutions reported they had no rules governing unmarried couples living together off the campus. Some 30.7 per cent of the student-personnel administrators reported an increase in off-campus cohabitation in the last five years and only 6.7 per cent reported a decrease.

▶ Interracial dating, once taboo, is now accepted on many campuses. In the Chronicle Survey, a third of the institutions reported an increase in interracial dating over the past five years, while fewer than 5 per cent reported a decline. (But a number of female black students say this phenomenon has produced a new inequality. While many black men have interracial relationships, they say, scarcely any white men do. On campuses with few black students, black women often lead lonely social lives.)

▶ Homosexual students are "coming out of the closet" in larger and larger numbers. On 46.7 per cent of the campuses, student-personnel directors reported a more tolerant attitude toward homosexuals, while only 4.7 per cent reported less tolerance. On 26 per cent of the campuses in the Chronicle Survey, gay-student organizations, which were once underground political groups, are now official social and educational clubs with the same status as fraternities and debating clubs.

Those three trends vary among different types of institutions, according to the Chronicle Survey. For example, the trend toward students of different sexes' living together off the campus is somewhat more pronounced at public institutions. The trend toward more interracial dating is most noticeable at "comprehensive" private institutions (those with limited graduate programs).

The greatest differences show up in regard to homosexuals. Three out of four public universities and almost half the private universities reported having officially recognized gay-student organizations, while none of the "less selective" private liberal-arts colleges had such groups. The trend toward increased tolerance of homosexuals was also most pronounced at the larger institutions.

'Sex Is No Big Deal'

Although *The Chronicle* has changed the names of students to protect their privacy, most of those who were interviewed agreed to talk "for the record." The majority allowed their conversations to be tape-recorded.

Students made it clear in those interviews that they were not preoccupied with sex.

The statement that "sex is no big deal" was repeated by students on campuses

Continued on Following Page

CHRONICLE SURVEY

Social Change on American Campuses

	Public			Private					
	Research and Ph.D.-granting universities	Comprehensive institutions	All public institutions	Research and Ph.D.-granting universities	Comprehensive institutions	Selective liberal-arts colleges	Less selective liberal-arts colleges	All private institutions	All private and public institutions
Institutions providing student housing	100.0%	83.3%	90.0%	95.0%	90.0%	100.0%	93.3%	94.0%	92.7%
Institutions providing coed dormitories	90.0%	66.7%	76.0%	85.0%	50.0%	55.0%	46.7%	57.0%	63.3%
With separate wings for men and women	65.0%	26.7%	42.0%	50.0%	30.0%	50.0%	23.3%	36.0%	38.0%
With separate floors for men and women	85.0%	50.0%	64.0%	65.0%	46.7%	45.0%	36.7%	47.0%	52.7%
With separate rooms for men and women on the same floor	60.0%	30.0%	42.0%	75.0%	23.3%	50.0%	16.7%	37.0%	38.7%
With coed bathrooms	5.0%	0.0%	2.0%	20.0%	3.3%	10.0%	3.3%	8.0%	6.0%
Rules on visiting between men and women in dormitory rooms:									
Permitted with restrictions	80.0%	53.3%	64.0%	35.0%	63.3%	50.0%	66.7%	56.0%	58.7%
Loosely enforced	35.0%	30.0%	32.0%	15.0%	23.3%	15.0%	13.3%	17.0%	22.0%
Strictly enforced	45.0%	23.3%	32.0%	20.0%	40.0%	40.0%	53.3%	40.0%	37.3%
Prohibited	5.0%	6.7%	6.0%	5.0%	16.7%	5.0%	20.0%	13.0%	10.7%
Loosely enforced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.3%	1.0%	0.7%
Strictly enforced	5.0%	6.7%	6.0%	5.0%	16.7%	5.0%	16.7%	12.0%	10.0%
No rules	15.0%	23.3%	20.0%	55.0%	13.3%	45.0%	10.0%	27.0%	24.7%
Rules on unmarried student couples sharing rooms:									
On campus:									
Permitted with restriction	0.0%	0.0%	0.0%	0.0%	3.3%	0.0%	0.0%	1.0%	0.7%
Loosely enforced	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Strictly enforced	0.0%	0.0%	0.0%	0.0%	3.3%	0.0%	0.0%	1.0%	0.7%
Prohibited	90.0%	76.7%	82.0%	80.0%	80.0%	90.0%	90.0%	85.0%	84.0%
Loosely enforced	25.0%	3.3%	12.0%	35.0%	0.0%	20.0%	3.3%	12.0%	12.0%
Strictly enforced	65.0%	73.3%	70.0%	45.0%	80.0%	70.0%	86.7%	73.0%	72.0%
No rules	10.0%	10.0%	10.0%	5.0%	10.0%	10.0%	0.0%	6.0%	7.3%
Off campus:									
Permitted with restriction	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Prohibited	0.0%	0.0%	0.0%	5.0%	20.0%	10.0%	30.0%	18.0%	12.0%
Loosely enforced	0.0%	0.0%	0.0%	0.0%	3.3%	5.0%	10.0%	5.0%	3.3%
Strictly enforced	0.0%	0.0%	0.0%	5.0%	16.7%	5.0%	20.0%	13.0%	8.7%
No rules	100.0%	100.0%	100.0%	95.0%	80.0%	90.0%	66.7%	81.0%	87.3%
Number of unmarried couples living together:									
More than five years ago	40.0%	40.0%	40.0%	30.0%	23.3%	10.0%	36.7%	26.0%	30.7%
Fewer than five years ago	10.0%	3.3%	6.0%	5.0%	6.7%	10.0%	6.7%	7.0%	6.7%
No change	30.0%	46.7%	40.0%	40.0%	46.7%	50.0%	36.7%	43.0%	42.0%
Amount of interracial dating:									
More than five years ago	35.0%	36.7%	36.0%	25.0%	43.3%	15.0%	36.7%	32.0%	33.3%
Less than five years ago	5.0%	3.3%	4.0%	10.0%	3.3%	5.0%	3.3%	5.0%	4.7%
No change	55.0%	50.0%	52.0%	50.0%	46.7%	70.0%	60.0%	56.0%	54.7%
Popularity of social fraternities and sororities:									
More popular than five years ago	70.0%	50.0%	58.0%	60.0%	40.0%	20.0%	26.7%	36.0%	43.3%
Less popular than five years ago	0.0%	10.0%	6.0%	0.0%	6.7%	10.0%	13.3%	8.0%	7.3%
No change	25.0%	20.0%	22.0%	15.0%	13.3%	15.0%	23.3%	17.0%	18.7%
Institutions with no affiliated fraternities or sororities	5.0%	23.3%	16.0%	25.0%	46.7%	55.0%	36.7%	41.0%	32.7%
Institutions providing counseling on sexual problems	100.0%	96.7%	98.0%	90.0%	100.0%	95.0%	93.3%	95.0%	96.0%
Institutions providing gynecological services for students	100.0%	73.3%	84.0%	90.0%	40.0%	60.0%	56.7%	59.0%	67.3%
Contraception referral	100.0%	70.0%	82.0%	90.0%	40.0%	50.0%	53.3%	56.0%	64.7%
Contraceptive devices	70.0%	43.3%	54.0%	40.0%	13.3%	30.0%	13.3%	22.0%	32.7%
Abortion referral	95.0%	73.3%	82.0%	70.0%	33.3%	50.0%	43.3%	47.0%	58.7%
Use of women's health services:									
More than five years ago	55.0%	56.7%	56.0%	55.0%	16.7%	35.0%	36.7%	34.0%	41.3%
Less than five years ago	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
No change	40.0%	23.3%	30.0%	20.0%	23.3%	25.0%	13.3%	29.0%	23.3%
Homosexual-student organizations:									
Present on campus	80.0%	26.7%	48.0%	50.0%	3.3%	35.0%	0.0%	18.0%	28.0%
Male	80.0%	23.3%	46.0%	50.0%	3.3%	25.4%	0.0%	16.0%	26.0%
Female	75.0%	23.3%	44.0%	50.0%	3.3%	35.0%	0.0%	18.0%	26.7%
Not present on campus	20.0%	73.3%	52.0%	50.0%	96.7%	65.0%	100.0%	82.0%	72.0%
Prohibited	0.0%	0.0%	0.0%	10.0%	3.3%	0.0%	3.3%	4.0%	2.7%
Officially recognized or supported	75.0%	26.7%	46.0%	45.0%	3.3%	30.0%	0.0%	16.0%	26.0%
Campus attitude toward homosexual-student organizations:									
More tolerant than five years ago	65.0%	30.0%	44.0%	75.0%	53.3%	30.0%	36.7%	48.0%	46.7%
Less tolerant than five years ago	5.0%	0.0%	2.0%	5.0%	3.3%	10.0%	6.7%	6.0%	4.7%
No change	30.0%	66.7%	52.0%	20.0%	40.0%	55.0%	56.7%	44.0%	46.7%

Note: Percentages do not add up to 100 in all cases due to rounding, multiple responses, or nonresponse to inapplicable questions.
The sample included four-year colleges and universities with enrollments greater than 500. Two-year colleges were not included. Represented were: public research and Ph.D.-granting universities (20 institutions), public comprehensive colleges and universities (30 institutions), private research and Ph.D.-granting universities (20 institutions), private comprehensive universities (30 institutions), selective private liberal-arts colleges (20 institutions), and less selective private liberal-arts colleges (30 institutions). The data were collected by telephone from chief student-affairs officers between May 19 and May 29.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Campus Life *Continued from Preceding Page*

from California to Massachussetts and from Iowa to Texas.

Many researchers and counselors agreed that for the children of the sexual revolution having sex (or not having it) was no longer *the* issue.

" 'Do I or don't I?' 'When and with whom?' Those are baby questions," explains one Santa Cruz counselor. "Students are into adult questions now. They are asking about their 'relationships.' 'How do we begin?' 'Are we equal?' 'Where do we go from here?' "

"The relationship" is perhaps the most frequently discussed social topic on the campuses, many counselors say. It has various forms: the "purely physical relationship" of students who don't want a "serious commitment"; the "changing relationship" of the young man and woman who discover that their feelings are moving from platonic to romantic; the "growing relationship" of the couple trying to decide whether to live together and, if so, whether to share the same bedroom; the "troubled relationship" of a pair who must choose between graduate school and each other.

Although it may not be *the* issue, sex is far from dead on college campuses. Indeed, "a campus today is a sexy place," say Lorna J. Sarrel and Philip M. Sarrel, two widely recognized sex therapists at Yale University, who have published some of the most recent studies of campus social life.

"Sex, in one form or another, is happening all the time, much of it public and social," they write in *Sexual Unfolding* (Little, Brown and Company, 1979). "It is difficult to be a college or university student anywhere in the United States today and not be a part of this life."

Another 1979 study, by Zella Luria and Mitchel D. Rose, both psychologists at Tufts University, found that although fewer than 30 per cent of students had engaged in sex by the time they entered college, more than 80 per cent had done so by the time they left.

"A year or so of 'sleeping around' is becoming more common among young people," say the Sarrels.

They add, however, that "the general trend among students is toward pairing that involves greater and greater emotional intimacy. Along with greater depth and intimacy there is usually a parallel growth in commitment." By that, the Sarrels say, they do not mean sexual fidelity or a move toward a permanent relationship, but a willingness to stay together even through difficult times.

"Many students, however much they may hope it will 'last forever,' see a formal, lifelong commitment as hypocritical, outmoded, and premature," says Richard F. Hettlinger, director of the integrated program in humane studies at Kenyon College, who has written extensively on college students' sexual attitudes.

George and Mary, two Santa Cruz upperclassmen, illustrate that point.

They have what appears to be a traditional marriage—without the certificate. For more than two years, they have been eating the same meals, sleeping in the same bed, and paying rent on the same apartment. For now, they have a strong commitment to staying together. But they seldom talk about the future.

"It is a real commitment," George insists, "but it's not a future commitment. It's a past and present commitment."

Some researchers say they have found that living together has become fairly common among students. Eleanor Macklin, a psychologist at the University of Maryland, says recent studies show that as many as a fourth of today's college students have had a "living experience with someone of the opposite sex with whom they are emotionally involved."

On some campuses, the proportion is even higher. At Cornell University, for example, Ms. Macklin's study found that as many as a third of the students said they had lived with a lover. At another large unidentified university in the Northeast, Ibithaj Arafat and Betty Yorburg, sociologists at City College of the City University of New York, found that 80 per cent of the students said they

would live with someone of the opposite sex if given the chance.

Behind the figures is the more startling fact that many students—from those who live on the same floors in dormitories to those who live together off the campus—have abandoned the traditional divisions between male and female roles, say Ms. Luria and Mr. Rose, the two Tufts psychologists.

'A Revolution of Gender Roles'

"The sexual revolution began without fanfare and was firmly rooted before most people suspected its existence," they say in their book *Psychology of Human Sexuality* (John Wiley & Sons, 1979).

"We are now in the midst of another type of revolution in the United States—a revolution of gender roles. . . . Men are freer to explore roles other than that of the sexual exploiter; women need not feel passive and exploited in their sexual relationships."

Says Ursula M. Delworth, director of the counseling center at the University of Iowa: "Women today don't necessarily stand back and wait for a guy to make the first move."

Some male students are still uneasy with women who ask for dates and with those who are not interested in steady relationships.

"It's weird," says one male sophomore at the University of Colorado. "I think of myself as a strong supporter of women's rights, but when women start acting like guys, it makes you realize how screwed up people really are. I frankly don't know how to act anymore."

But a self-professed "totally liberated" woman at Santa Cruz says her sexual freedom is a matter of social justice.

"I'm not here to find a husband," she says. "If I meet a guy that I like, and we hit it off, I really see nothing wrong with going to bed with him. And if it comes to it, I don't mind asking him. Some people might say that makes me a loose woman, but they expect that kind of an attitude from a man."

Reported Rapes Increase

This new independence on the part of female students has led many of them to speak out against all forms of sexual harassment and abuse. The number of reported rapes on campuses has increased dramatically, but many experts believe it is the number of reports, not the number of rapes, that is rising.

While some college administrations, particularly those at church-affiliated institutions, continue in the role of parent and moral guardian, most have assumed the role of counselor, providing students with help when they seek it.

For example, 67.3 per cent of the institutions in the Chronicle Survey provide gynecological services for their female students, 58.7 per cent provide abortion referral, and 32.7 per cent provide contraceptive devices.

'An Uneasy Mixture'

In addition, more and more institutions have assumed an obligation to help homosexual students, as well as their heterosexual classmates, adjust to the social life of college—despite continued conservative opposition among some campus groups.

"The atmosphere on many campuses today seems to be an uneasy mixture of blatant hostility toward homosexuality and a newer strain of toleration and liberalism," say the Sarrels of Yale.

No one student—not even one campus—can tell the whole story of dating and mating today.

But individual stories can begin to present a picture of what educators and researchers say is happening on the campuses. In future articles *The Chronicle* will present some of those stories.

Next: living together.

South Urged to Raise Quality of Teaching

BOCA RATON, FLA.

Education and government leaders in the South have been urged to undertake a wide-ranging program to raise the quality of teaching in the region's public schools and colleges.

The recommendations, issued here by the Southern Regional Education Board, call for the establishment of minimum standards throughout education and for the eventual "improvement of academic standards above these minimum expectations."

The recommendations appear in a report by the S.R.E.B.'s Task Force on Higher Education and the Schools. The report, *The Need for Quality*, outlines 25 steps to improve the quality of teaching and counseling; to raise curriculum standards in high schools, colleges, and vocational programs; and to develop a stronger partnership between schools and colleges.

A major part of the report is concerned with improving the quality of teachers. Noting that their salaries in 13 Southern states rank below the national average of $16,000 a year, the report suggests that state efforts to improve teacher quality include a plan to raise salaries.

"In the final analysis," the report concludes, "the public must face the issue of how to convince more of the talented college students that teaching is a desirable career alternative to positions in other professions and in business."

Among its suggestions for improving the selection of future teachers, the report calls on states to "apply selection procedures throughout the entire process of preparing teachers (rather than at the end point only), starting with tighter admission standards and ending with performance evaluations of all beginning teachers."

Testing 'Crucial Element'

Testing is a "crucial element" in insuring teacher quality, the report says, adding that "passing scores on tests should be set and maintained at sufficiently high levels and carefully monitored, not only to screen out the unqualified, but to help attract additional gifted students to the profession."

Much greater cooperation between colleges and schools will be required if teacher-education programs are to be strengthened, the report says, calling for statewide reviews of the quality and productivity of all teacher-education and related programs.

The report urges the states to eliminate unnecessary duplication and consolidate programs where needed.

The report also calls for "a more flexible approach" to certifying new teachers, with provisional certification of all beginning teachers until their performance has been evaluated.

There is a need for greater attention to teaching science and mathematics, the report says, noting that "the scarcity of mathematics and science teachers in high schools is becoming critical."

The report calls for a relaxation of "rigid adherence to certification requirements" that prevent science and mathematics majors from moving into teaching positions because they lack professional education courses.

Another shortage cited in the report is one of good vocational-guidance counselors in high schools. "While counselors are generally well equipped for their roles in advising college-bound students," the report says, "all too frequently they are not prepared to serve the large proportion of students who enter the job market upon graduation or who are uncertain about their plans."

A major concern both in the high schools and in general-education programs in colleges, the report says, is the need to raise curriculum standards. Such improvements might best be made on a statewide basis, the report says, noting that "in the general climate of competition for students, it will be difficult to gain adherence to higher standards by voluntary action of individual colleges."

'A New Dimension'

In the long term, the report says, the need for remedial education at the college level should be reduced substantially by measures to improve student performance in elementary and secondary schools. In the meantime, it says, colleges should give greater attention to providing remedial courses for marginal students.

The president of S.R.E.B., Winfred L. Godwin, said the report would lead to "a new dimension in cooperation between higher education and the schools," including the formation of joint committees of school and higher-education boards to carry out the recommendations. Such cooperation has already taken place in some states, he said, including Maryland, North Carolina, and Virginia.

—LORENZO MIDDLETON

Faculty Shortage at Engineering Schools *Continued from Page 1*

Daniel C. Drucker, the society's new president.

"Most people won't admit" that the quality of engineering instruction is deteriorating, but it is, said Mr. Drucker, dean of engineering at the University of Illinois at Urbana-Champaign, in an interview.

The problem is not just that too few engineers are going on to graduate school, Mr. Drucker said, but that "far too many of the best graduates are not going on." He estimated that 15 per cent of the top engineering graduates enrolled in graduate programs. The figure should be at least 35 per cent, he said.

Such trends mean engineering schools may not be able to provide the number and quality of engineers that American businesses need to meet the fierce technological competition in world markets, said officials of the society.

'A Tidal Wave'

In describing the problems facing engineering schools, Mr. Haneman said that "what last year appeared as a ripple, now is a tidal wave."

At a conference session called "Engineering Academic Disaster," Mr. Haneman said obsolete facilities at colleges and universities were contributing to that disaster.

"The equipment is so archaic that when compared to industry, we might as well scrap it all and start over," he said. While the average age of engineering equipment in higher education is only about 15 years, he said, the rapid pace of technological advancement makes much of it out of date for purposes of instruction.

W. Edward Lear, executive secretary of the society, said it would cost between $500-million and $1.5-billion to modernize the facilities.

Mr. Haneman said engineering buildings and facilities were 30 to 35 years old. They are inadequate, he said, because most were designed for the technology of three or four decades ago.

Several of the 1,500 educators at the conference said that because of large classes in engineering schools the quality of instruction was eroding and graduate engineers were unwilling to choose academic careers.

"Twenty years ago, I had classes of from 15 to 25 students; today my classes range from 60 to 90," said Joseph Martin, professor of engineering at the University of Michigan and a past president of the society.

Even if more faculty members were to become available and could be hired, he said, it would take six to ten years to return to smaller classes.

Mr. Martin said the short-term solution to the problem was "more efficiency" in teaching larger classes. But that would require additional graduate students and better teaching methods, he said—yet the number of graduate students is expected to decrease.

However, engineering-school officials said significant steps had been taken in recent months to attack the problems facing their institutions.

Most important, they said, are several studies confirming the seriousness of the present and projected shortages.

"These studies have led industry to recognize we have a real problem," Mr. Drucker said. "Before, they really didn't believe it."

Following are some of the steps now being taken:

▶ Eight companies have given the society a total of $100,000 a year for two years to gather information and to prepare and put into effect a plan to alleviate the problem.

▶ The National Association of State Universities and Land-Grant Colleges will hold a conference—probably in the fall—to find ways in which industry, government, and higher education can cooperate to turn out more engineers.

▶ Several other industry groups and educational organizations are drawing up plans to focus attention on the plight of engineering and gather support for solutions.

Mr. Lear said he was "very optimistic" that joint efforts could produce more engineering faculty members, thereby increasing the output of engineering schools in the 1980's.

But he was skeptical that much could be accomplished in the next two to three years, when shortages may worsen markedly if present projections are true.

"I'm not sure how we can deal with equipment [obsolescence]," Mr. Lear said. "I'm not sure we are going to solve it. There is no solution in the mill."

The society's strategy, at least in the short run, is to rely heavily on financial contributions from industry and efforts within higher education.

The hope is that industry will provide money for stipends and loans to encourage engineers to go to graduate school, for supplements to the salaries of present faculty members so they will remain in classrooms, and for endowed professorships in engineering schools.

Pessimistic About Government

The society also hopes to encourage universities to make the salaries of engineering faculty members more competitive with those in private industry.

Because of austere state and federal budgets, society officials are pessimistic that government will provide significant help in the near future.

The $25-million in President Carter's budget for training engineers and purchasing new equipment was cut to about $1-million by President Reagan, officials said.

But ultimately, Mr. Haneman said, government will have to come to the rescue. "The problem we face is so vast that no one in industry can meet it," he told the conference. "A large amount of the funds we need will have to come from public coffers."

Part of the society's efforts will be to encourage industry leaders to lobby by the Reagan Administration and Congress.

Growth of Foundations' Assets Fails to Keep Pace with Inflation

NEW YORK

The "giving power" of foundations has failed to recover from the sharp decline suffered in the mid-1970's.

Increases since 1975 in the dollar value of foundation assets, which support philanthropic grants, have been more than offset by inflation, according to a study by the Foundation Center here, a nonprofit clearinghouse for data on foundations.

Foundation assets dropped sharply between 1972 and 1975. Although the three-year decline was only 9 per cent in actual dollars, after adjusting for inflation, the loss amounted to 30 per cent of total assets, the center said.

In the four years after 1975, foundation assets increased by 35 per cent—but the real value, taking inflation into account, showed little change.

Asset value, expressed in 1965 dollars, dropped from a high of $23.8-billion in 1972 to $16.7-billion in 1975. The adjusted value rose slightly in 1977, to $16.8-billion, but then declined in 1979, to $16.7-billion.

The Foundation Center predicted that later data will show a continuing decline in the real value of foundation assets in 1980 and 1981.

"The slow but steady decline in the effective giving power of these private foundations is of particular concern today," the center said, "at a time when nonprofit organizations are hard hit by inflated costs of operation and the prospect of diminishing government support."

For independent foundations, which account for most of the foundation giving to colleges and universities, the adjusted value of assets declined by 1.8 per cent in the four years following 1975.

48.3-Pct. Decline

In the same four years, new gifts to the independent foundations, after adjusting for inflation, declined by 48.3 per cent, and the value of foundation grants declined by about 4 per cent. Community foundations, whose grants generally are limited to local programs, showed a loss of 12 per cent in the real value of their assets during the four-year period, the Foundation Center reported.

The assets of company-sponsored foundations showed an increase of 23 per cent over the four-year period. Inflation-adjusted data from the Foundation Center show the company-sponsored foundations received 116 per cent more in contributions and paid out 33 per cent more in grants in 1979 than they did in 1975.

The data are to be published in September in the Foundation Center's 1981 edition of *The Foundation Directory*. A summary has been published in a booklet, *Foundations Today*, available for $1.50 from the Foundation Center, 888 Seventh Ave., New York 10106.

—JACK MAGARRELL

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CONGRESSIONAL INFORMATION
7171 WISCONSIN AV/NW
WASHINGTON D C 20014

tion and the House and Senate Budget Bills: Pages 10-11

THE CHRONICLE
of Higher Education®

ISSN 0009-5982

July 6, 1981 • $1.25
Volume XXII, Number 20

News Summary

Articles on inside pages

The Du Pont Company will give Harvard University $6-million for genetics research, in an arrangement that grants the company exclusive licenses to market any resulting inventions. Story on Page 2.

"Cohabitation" by unmarried male and female students has become an accepted fact of college life at many institutions, say student personnel administrators. Story on Page 3.

A college desegregation plan drafted by the federal government and North Carolina has moved closer to final approval. Story on Page 7 and a listing of the status of college desegregation in 19 states on Page 8.

Summer enrollments on some college campuses have been dropping as tuition climbs and money gets tighter. Story on Page 5.

Home economists say an outdated image of their profession makes it hard to attract adequate numbers of faculty members and administrators. Story on Page 6.

Congress faces the task of producing a final version of widely differing House and Senate bills aimed at cutting the fiscal 1982 federal budget. Story on Page 7.

Postal rates for nonprofit organizations may increase ahead of schedule because of the budget reductions. Story on Page 10.

Gerard F. McCauley is an anomaly—a literary agent who specializes in representing scholarly authors. Story on Page 15.

Student opposition to South Africa's apartheid policies has prompted strong retaliatory measures by the governm... Story on Page 13.

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U.S. Officials Promise Colleges Relief from Government Rules

By Karen J. Winkler

SALT LAKE CITY

The Reagan Administration will be giving colleges and universities more authority to regulate themselves, Department of Education officials have promised.

The result will be less paperwork and lower costs for the institutions, Education Secretary Terrel H. Bell and one of his aides said at the annual meeting of the National Association of Colleges and University Attorneys here.

But they also warned that too much deregulation could be harmful, both to groups that have suffered discrimination and to colleges and universities.

Before the meeting here, the Secretary and his staff had said very little publicly about their plans to deregulate higher education.

"The game in Washington is to see how many regulations you can shoot down. All the Cabinet members are competing with each other," said Mr. Bell. Within his department, he added, "we've been trying to do a few things to ease the burden on higher education.

"Everywhere we can, we're removing rules that tell grantees how to dot every *i* and to cross every *t*."

'We Hope to Modify Our Behavior'

As much as possible, the department will leave the responsibility for compliance with federal rules "to the discretion of the institution," said Thomas C. Anderson, Mr. Bell's special counsel for deregulation.

The department will also change its style of enforcing rules, Mr. Bell said.

"We really need to do more to avoid so much court action—we're even beginning to get curriculum development in the courts," he said. "We hope to modify our behavior so you won't have reason to get angry quite so often."

In the past, he said, the Office for Civil Rights, which he likened to a departmental policeman, has tended to send out "letters of findings" too early, charging colleges and universities with not complying with federal rules.

Mr. Bell said he had recently been asked to sign such a letter finding a particular university in violation of Title IX of the Education Amendments of 1972, which bars discrimination on the basis of sex.

"I knew the president personally . . . and I didn't believe he would discriminate against women's rights," he said. "So rath-

Continued on Page 8, Column 1

American Primacy in All Fields of Science No Longer Practical, Reagan Adviser Says

By Kim McDonald

WASHINGTON

The Reagan Administration's effort to reduce federal spending means Americans can no longer expect to be preeminent in all fields of science, according to the man the President has nominated to be his science adviser.

In his first public speech since his nomination, George A. Keyworth, II, told a meeting sponsored by the American Association for the Advancement of Science here that he believes the Administration should not fully finance all research programs, but should concentrate attention on those necessary to support "industrial, military, and other essential technologies, as well as those with particular scientific promise."

"This is not the 1950's," Mr. Keyworth said, referring to the post-Sputnik era, when fears of Soviet scientific dominance prompted the nation to strive for superiority in all areas of science. "It is simply unreasonable for us to expect to be best in everything."

Defense Research Top Priority

Mr. Keyworth said biology, agriculture, and biomedical research are some of the areas that are of vital importance to the nation and worthy of concentrated federal support. A former nuclear physicist for the Los Alamos National Laboratory, Mr. Keyworth also said he considered defense-related research to be a top priority. His nomination as Mr. Reagan's science adviser was vigorously supported by Edward Teller, father of the hydrogen bomb.

"My principal responsibility is to assure that our military might is second to none," said Mr. Keyworth. "Peace through strength will buy us time to use science and technology to improve the condition of mankind."

Mr. Keyworth, whose nomination in May caused unease among some scientists because of his lack of ties to the national scientific establishment, emphasized that he would not be an advocate for science in the White House. He said his job as director of its Office of Science and Technology Policy would be only to advise when called upon by the President.

"I feel strongly that I not be considered a lobbyist for you," he told the group of university researchers, administrators, and science-policy experts at the meeting.

But Mr. Keyworth assured the scientists

Continued on Page 12, Column 3

World Bank's Loan for Chinese Colleges Stalled

By Malcolm G. Scully

WASHINGTON

A World Bank plan to lend $200-million to China for development of its system of higher education has been "put on hold" because Congress has not yet approved U.S. support for the bank's International Development Association, a bank official said last week.

The bank's support to China would include a $100-million loan at 9.6-per-cent interest and another $100-million, provided interest free through the I.D.A., a unit of the bank supported by contributions from 33 developed countries.

The loans would be the first provided by the international lending agency to the People's Republic, which replaced Taiwan as China's representative to the bank in May, 1980.

However, the bank official said, "I.D.A. is broke at the moment," and could remain so unless Congress authorizes a U.S. contribution of $3.24-billion for fiscal years 1981, 1982, and 1983.

The Senate has approved a bill authorizing the full $3.24-billion, but the House has taken no action on a similar measure.

Instead, the House included language in its budget-cutting package that would set ceilings on the amount provided for I.D.A. for the three fiscal years. The spokesman at the bank said the ceilings were too low to meet the U.S. commitments to the association.

Faced with what they considered unsatisfactory language in the House's budget bill, supporters of the U.S. contribution

Continued on Page 14, Column 1

Note Pad

College administrators who are having trouble understanding the seemingly endless budget-cutting process in which Congress is engaged this year may be comforted to know they have company.

One higher-education group recently sent out a memo trying to make sense of what was happening on Capitol Hill. It began by quoting an anecdote overheard at a recent Congressional reception:

"Mr. Chairman, I truly believe that there aren't 20 people outside of Washington who understand what this reconciliation process is all about."

Replied the Congressman, "As the chairman of an authorization committee involved in the process, I can assure you there are not 20 people *in* Washington who understand it."

■

The implications of the budget-cutting legislation have been particularly hard to discern in the House of Representatives, where legislators approved a sweeping bill that was being revised even as it was being introduced by its conservative backers.

Once the measure was approved and legislators had gone back to their districts for a one-week recess, however, one might expect that staff members would be left to figure out exactly what the House-passed bill would do to change higher-education programs.

Some lucky aides to the House Committee on Education and Labor got a break, however. Right after the House passed its budget bill, four members of the committee and six staffers packed off for a week-long trip to the Soviet Union to study "issues of importance to higher education"—including "alternative methods" of aiding college students.

One staff member of the Subcommittee on Postsecondary Education who was left behind in Washington to field the endless questions about what the House bill would do to higher-education programs said last week that she had received more than 100 phone calls in a single day.

■

Although the budget debate was less tumultuous in the Senate, legislators and their staffs nonetheless have been working at a breakneck pace.

Under the pressure, some mistakes were made.

In drafting legislation to make its share of budget cuts, the Senate Labor and Human Resources Committee apparently intended to authorize $19-million for graduate fellowships administered by the Department of Education.

As the measure was written, however, it would earmark that $19-million for a program of grants for graduate *schools*, not their students. The program aiding the schools got just $227,000 this year.

To further confuse the graduate-education provisions, Senate aides say that legislators intended to provide $1-million a year for a program that helps prepare disadvantaged students for law school and to eliminate all funds for another program of grants to support practical legal training for students.

As drafted and passed by the Senate, however, the bill would wipe out the grants to disadvantaged students and earmark the $1-million for law schools' practical-training courses.

Aides say these errors should be rectified when the House and Senate work out a final version of the bill.

Washington

Congress Faces Tough Task in Resolving Differences in College-Aid Budget Plans

By Cheryl M. Fields and Janet Hook

WASHINGTON

Congress comes back to town this week to the task of reconciling wide differences between the House and Senate budget plans. Both are designed to reduce total federal spending by more than $37-billion in fiscal 1982 and would change the operation of many programs affecting colleges and universities, as well as cut their funds.

The two bills contain major differences affecting the Department of Education, the National Science Foundation, the National Institutes of Health, student aid, and many other programs aiding colleges and their students. (For a detailed comparison of the bills, see Pages 10 and 11.)

The House bill, in particular, appeared to contain several surprises for higher education, although Congressional staff members last week were still struggling to analyze the massive piece of legislation.

The House passed a package of budget reductions drafted by a coalition of Republicans and conservative Democrats, instead of the budget measure drafted by its Democrat-controlled House committees.

In last-minute maneuvering before passing the budget package, the House deleted language that would have reauthorized programs of the National Science Foundation in the coming fiscal year. The action was apparently taken so that a spending ceiling for the foundation could be considered in a separate bill.

The House measure would also wipe out funds for the Department of Education's graduate-fellowship programs and for grants to college libraries for the next three years. On the other hand, it would provide $10.2-million for continuing-education programs that would have been eliminated under the original Democrat-backed budget plan.

The Senate budget bill, in contrast, would set a $1.044-billion spending ceiling for N.S.F., included funds for graduate fellowships and library grants through fiscal 1984, and would drop the continuing education programs.

Panel Approves Separate NSF Bill

A separate bill to reauthorize the N.S.F., numbered HR 1520, has already been approved by the House Committee on Science and Technology. Staff members said that Republicans had objected to including the N.S.F. reauthorization in the budget bill because it would have set a spending ceiling of $1.16-billion for the agency, higher than the $1.033-billion President Reagan requested.

Republican staff members said substitute provisions lowering the spending ceiling to $1.033-billion probably would be introduced when the separate N.S.F. bill was considered on the House floor.

The Senate budget plan, which includes the spending ceiling for the agency for fiscal 1982, would not actually authorize an extension of its programs. That would be left for a later bill. Some Congressional sources said that during a House-Senate conference on the bill, House conferees could accept the Senate spending ceiling or could ask that the Senate drop its N.S.F. provision, since the House bill contained no similar language.

Some committee chairmen wanted to include provisions extending programs such as the N.S.F. in the budget-cutting package because they are concerned that Congress will not have time to do much more than finish the budget process and pass appropriations bills for federal agencies before the next fiscal year begins October 1. If no new bill authorizing N.S.F. programs is passed by that date, the programs would either expire or be continued temporarily under a special Congressional resolution.

Rep. Don Fuqua, Democrat of Florida and chairman of the House science committee, said his panel would act "with all deliberate speed" to get the N.S.F. and other authorization bills to the House floor.

He said it was obvious that "the debate over our scientific goals and levels of funding will be highly visible and subject to intense attack from those who do not support scientific research."

But he added, "This is no time for panic within the scientific community."

Budget Includes 1983, 1984

Although Congressional debate on the budget focused on the cuts slated for the coming fiscal year, both the House and Senate cost-cutting plans would restrain spending in 1983 and 1984 as well.

For many college-aid programs, the proposed spending limits for fiscal 1982-84 would be the same as, or below, the amounts Congress appropriated for them for the current fiscal year, fiscal 1981. Thus, no increases in appropriations for the programs would be allowed for three years.

In other areas of concern to higher education:

▶ **Pell Grants.** Although both the House and Senate measures would set, for the first time, a spending ceiling for Pell

Continued on Page 10, Column 1

N.C. Desegregation Plan Clears Obstacles Raised by NAACP Fund and Justice Dept.

By Lorenzo Middleton

WASHINGTON

A controversial proposal for desegregating North Carolina's higher-education system moved toward final approval last week after passing legal obstacles raised by the N.A.A.C.P. Legal Defense Fund and the U.S. Department of Justice.

Lawyers for the University of North Carolina system and the Department of Education—who had agreed on the plan after several months of negotiations—hoped to have the consent decree approved by a federal judge in Raleigh this week.

Following an announcement on June 20 that agreement had been reached, the pact became bogged down in attempts by the Legal Defense Fund to block the settlement in federal courts in Washington, and by objections raised by U.S. Attorney General William French Smith.

Last week, however, the defense fund's efforts were turned back by two separate court rulings, and Mr. Smith withdrew his reservations.

On Tuesday, the U.S. Court of Appeals for the District of Columbia upheld an earlier order by U.S. District Judge John H. Pratt, who had ruled that jurisdiction over the case now rests with Judge Frank T. Dupree, Jr., of the U.S. District Court in Raleigh.

Further Appeal Planned

The University of North Carolina had filed a lawsuit in Judge Dupree's court in 1979 in an attempt to block the federal government's efforts to cut off the state's higher-education funds.

Joseph L. Rauh, Jr., chief attorney for the Legal Defense Fund, was planning to file another appeal with the appellate court last week.

However, lawyers for the university predicted that the final settlement was almost at hand, after the Justice Department dropped its objections Wednesday.

The Justice Department, whose lawyers represent the Education Department in the case, had objected to references in the plan to the state's compliance with the 14th Amendment.

Attorney General Smith reportedly balked at the plan after lawyers in his department pointed out that such references might be construed as setting a national standard. After several days of discussions among representatives of North Carolina, the Justice Department, and the Education Department, a compromise was reached in which the agreement was amended to indicate that the reference to the 14th Amendment applied only to the North Carolina case.

If approved, the agreement would end an 11-year dispute over the desegregation of North Carolina's 16 public colleges and universities and would halt administrative proceedings begun last fall to withhold federal higher-education assistance from the

Continued on Following Page

FACT-FILE

Proposed Spending Levels for Higher Education

	Fiscal 1981 appropriation	Authorization ceilings: Fiscal 1982 Senate	Fiscal 1982 House	Fiscal 1983 Senate	Fiscal 1983 House	Fiscal 1984 Senate	Fiscal 1984 House
DEPARTMENT OF EDUCATION							
Pell Grants	$2,604,000,000	$2,820,000,000	$2,466,000,000	$3,000,000,000	$2,353,000,000	$3,300,000,000	$1,965,000,000
Supplemental Educational Opportunity Grants	370,000,000	400,000,000	370,000,000	400,000,000	370,000,000	400,000,000	370,000,000
State Student Incentive Grants	76,750,000	76,750,000	76,800,000	76,750,000	76,800,000	76,750,000	76,800,000
College Work-Study	550,000,000	550,000,000	550,000,000	550,000,000	550,000,000	550,000,000	550,000,000
National Direct Student Loans	196,000,000	400,000,000 [1]	286,000,000	475,000,000 [1]	286,000,000	550,000,000 [1]	286,000,000
Student-aid commission	250,000	10,000,000 [2]	1,000,000		2,000,000		
Programs for the disadvantaged	156,500,000	169,500,000	159,500,000	186,000,000	159,500,000	186,000,000	159,500,000
Educational outreach	2,200,000	0	10,200,000	0	10,200,000	0	10,200,000
College libraries	2,998,000	5,000,000	0	5,000,000	0	5,000,000	0
Library training	917,000	1,200,000	10,200,000	1,200,000	10,200,000	1,200,000	10,200,000
Research libraries	6,000,000	8,000,000	5,000,000	8,000,000	5,000,000	8,000,000	5,000,000
Developing institutions	120,000,000	129,600,000	129,600,000	129,600,000	129,600,000	129,600,000	129,600,000
Veterans' cost-of-instruction	6,019,000	0	12,000,000	0	12,000,000	0	12,000,000
International education	28,000,000	22,000,000	30,600,000	22,000,000	30,600,000	28,000,000	30,600,000
Cooperative education	23,000,000	18,400,000	23,000,000	20,000,000	23,000,000	20,000,000	23,000,000
Graduate fellowships	12,000,000	19,000,000	0	19,000,000	0	19,000,000	0
Fund for the Improvement of Postsecondary Education	13,500,000	15,000,000	13,500,000	15,000,000	13,500,000	15,000,000	13,500,000
Urban universities	0	25,000,000 [1]	0	35,000,000 [1]	0	45,000,000 [1]	0
Vocational education	678,438,000	735,000,000	791,200,000	735,000,000	791,200,000	735,000,000	791,200,000
Adult education	100,000,000	122,000,000	100,000,000	122,000,000	100,000,000	122,000,000	100,000,000
National Institute of Education	65,614,000	59,000,000	55,614,000	59,000,000	55,614,000	160,000,000 [1]	55,614,000
National Center for Education Statistics	8,947,000	8,900,000	8,947,000	8,900,000	8,947,000	— [1]	8,947,000
Institute of Museum Services	12,857,000	9,600,000	12,900,000	9,600,000	12,900,000	— [1]	12,900,000
Office for Civil Rights	46,915,000	48,028,000	37,100,000	48,028,000	37,100,000	— [1]	37,100,000
DEPARTMENT OF HEALTH AND HUMAN SERVICES							
National Institutes of Health	3,561,647,000	3,762,300,000	— [3]	3,950,420,000	— [3]	— [3]	— [3]
National Health Service Corps							
Scholarships	63,400,000	37,800,000	55,000,000	— [4]	50,000,000	— [4]	55,000,000
Field operations	84,700,000	110,400,000	110,000,000	— [4]	120,000,000	— [4]	130,000,000
Health-professions and nurse training	263,758,000	168,000,000	254,500,000	— [4]	294,600,000	— [4]	304,700,000
OTHER AGENCIES							
National Endowment for the Arts	158,600,000	119,300,000	116,510,000	119,300,000	116,510,000	227,000,000 [1]	116,510,000
National Endowment for the Humanities	151,300,000	113,700,000	106,570,000	113,700,000	106,570,000	225,000,000 [1]	106,570,000
Sea-grant colleges	39,067,000	35,000,000	69,000,000 [1]	35,000,000	77,000,000 [1]	— [3]	— [3]
National Science Foundation	1,039,990,000	1,044,000,000	— [3]	1,108,000,000	— [3]	— [3]	— [3]
Corporation for Public Broadcasting	162,000,000	172,000,000 [1]	172,000,000 [1]	137,000,000 [1]	137,000,000 [1]	110,000,000	160,000,000 [1]

[1] No change made in existing law.
[2] Existing law authorizes $10,000,000 over the three-year life of the commission.
[3] No spending ceilings are set by existing law.
[4] Figures not available.

Budget Continued from Page 7

Grants, negotiators will have to reach a compromise on how much money should be allowed for them. They will cost the government about $2.6-billion this year.

Under the House-passed measure, the spending ceiling for Pell Grants would drop from $2.466-billion in fiscal 1982 to $1.965-billion in 1984.

Democratic education leaders in Congress contended that such sharp limits on spending would mean that between 200,000 and 400,000 fewer students would be able to receive grants in each of the next three years.

Aides to the Senate education subcommittee indicated that members of that panel would resist the drastic House cuts, which go far below the ceilings set by the Senate bill.

House and Senate negotiators also will have to decide whether to modify the eligibility formula for Pell Grants to keep spending under the budget ceiling—as the House has proposed—or whether to require the Secretary of Education to propose such adjustments each year, as the Senate wants.

▶ **Guaranteed Student Loans.** The principal issue to be resolved in this program is whether to require all students to pass a financial-need test to establish their eligibility to borrow, as the House wants, or to impose that requirement only on students from families earning more than $25,000 per year.

Under the House-passed loan plan, its sponsors said, students from families earning $26,000 a year still would be eligible for a $2,500 loan—the maximum amount anyone may borrow now—if they receive no student aid other than a Pell Grant, and attend an average-priced college.

Although the precise effects of the House and Senate loan plans are difficult to predict, the Congressional Budget Office estimates that both plans would deny loans to about 1.3 million students who are now eligible to borrow. They would reduce loan volume to around $4-billion in academic 1981-82, compared with the $7.6-billion expected to be lent if the program remained unchanged.

Both the House and Senate bills would impose a new fee on student borrowers, beginning July 1, to offset the cost of federal interest subsidies paid to lenders.

Last week, however, the Department of Education assured lenders, colleges, and students that it would not apply the fee to loans made before a final budget bill is signed into law.

▶ **National Institutes of Health.** The House budget plan contains no provisions affecting the institutes, but the Senate version would, for the first time, set a spending ceiling on appropriations for the N.I.H. in fiscal years 1982 and 1983—$3.76-billion and $3.95-billion respectively.

Lobbyists for some science groups noted that they had vigorously opposed a House bill last year that would have set such ceilings. They argued that the action might politicize the institutes and result in their being pressured to skew their research spending to favor diseases of particular concern to certain lawmakers or interest groups.

▶ **Health professions.** The House did include in its bill provisions that would extend health-professions education programs for three more years.

Approval of the health-professions provisions, which had been drafted by Democratic leaders of the House Committee on Energy and Commerce, was a surprise loss for the coalition of Republicans and conservative Democrats that defeated all other aspects of the budget bill recommended by House committees. The coalition was led by Reps. Delbert L. Latta, Republican of Ohio, and Phil Gramm, Democrat of Texas.

Late in House debate, conservative leaders decided to withdraw their alternative health proposals because of controversy over several aspects, including cost-cutting proposals for Medicaid.

As approved by the House, the budget bill would authorize $419.5-million in fiscal 1982 for health-manpower programs, including the National Health Service Corps. It would extend the life of the programs through fiscal 1984.

Although the Senate version of the budget bill would impose a spending ceiling of $316.2-million on health-manpower programs in 1982, the actual extension of those programs would have to be approved in separate legislation later this year.

▶ **Arts and humanities.** The Senate bill would limit spending for the National Endowment for the Humanities to $113.7-million in fiscal 1982—about $7-million more than would be provided under the House measure.

For the National Endowment for the Arts, the Senate voted to set a $119.3-million spending ceiling next year, compared with the $116.5-million limit that would be imposed under the House bill.

Colleges May Face 79-Pct. Rise in Second-Class Mailing Rates

WASHINGTON

When they go to the post office this fall, colleges and other nonprofit institutions may find that suddenly it's 1987.

Postal officials said last week that Congressional budget cuts probably would force them to jump ahead six years in the schedule of increases in second-class and third-class rates for nonprofit organizations.

▶ Average second-class rates, which colleges and universities pay for sending out catalogues and other periodicals, could increase by as much as 79 per cent.

▶ Typical costs for third-class mail, used for such mailings as fund-raising solicitations, are expected to rise by about 50 per cent.

When the Postal Reorganization Act of 1970 took effect in 1971, federal subsidies for the mail of nonprofit organizations were to be gradually reduced over a period of 16 years.

The tenth year begins today, but officials said the expected cuts in appropriations for postal subsidies could push the nonprofit second-class and third-class rates to the sixteenth-year level, effective on October 1.

Edward J. McCaffrey, Assistant Postmaster General for rates and classification, said last week that if final appropriations for subsidies follow the Senate version, second-class mailing costs for nonprofit organizations will increase an average of 79 per cent on October 1.

The budget measure approved by the House of Representatives probably would result in a somewhat smaller increase, but the exact impact of the House version on second-class rates was not clear, he said.

Both the House and Senate versions of the budget indicate that third-class nonprofit rates will have to go to the sixteenth-year rate, he said.

Mr. McCaffrey offered the following examples of the expected rate increases:

▶ For a college mailing a fund-raising letter at third-class, nonprofit rates, presorted by the college according to all five digits of the zip codes, the present rate is 3.3 cents. Under the tenth-year increase, effective July 6, the rate will be 2.9 cents. Under the sixteenth-year rate, likely to take effect October 1, the cost of sending the same letter would be 5 cents. Mr. McCaffrey said that even at the sixteenth-year rate, the nonprofit rates would be subsidized to some extent. The third-class letter that would cost 5 cents for a nonprofit organization would cost 8 cents at commercial rates, he said.

▶ A typical second-class, nonprofit mailing—a publication that weighed four ounces, 20 per cent of which was devoted to advertising, was presorted to five digits, and was mailed from New York to Chicago—will cost about 4.1 cents to mail after July 6. If the Senate appropriation prevails, the same mailing will cost about 9.1 cents after October 1.

—JACK MAGARRELL

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ISSN 0009-5982

CHRONICLE of Higher Education.

July 20, 1981 • $1.25
Volume XXII, Number 22

News Summary

Articles on inside pages

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Actor Charlton Heston, above, co-chairman of a group studying the federal arts and humanities endowments, says President Reagan thinks they have been "effective mechanisms." Story on Page 7.

Interracial dating appears to be increasing on many campuses, but some black women say they are socially isolated. Story on Page 3.

Some universities are finding creative ways to obtain expensive scientific equipment they can't afford to buy outright. Story on Page 6.

Music courses for nonmajors often get short shrift from faculty members. Story on Page 5.

A new federal commission on student aid is beginning work, despite political uncertainties about its membership. Story on Page 7.

A faculty member at Carnegie-Mellon University may have been the victim of a political murder during a trip to his native Taiwan, university officials say. Story on Page 11.

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Funds for Public Colleges Up 10.5 Pct. in 19 States; Wide Variations Reported

By Jack Magarrell

Preliminary reports from 19 state capitals indicate that this year's financing for public higher education may be a little less stringent than last year's.

Appropriations for the operating expenses of state colleges and universities in 1981-82 are up by an average of 10.5 per cent over the previous year, according to M. M. Chambers of Illinois State University, who compiles annual reports on such legislation. A year earlier, the same 19 states increased their support for higher education by 7 per cent.

State budget officers, in a national survey, report that state spending as a whole increased more than enough to offset inflation in fiscal 1981. But they expect it to lag behind the inflation rate in fiscal 1982.

Other survey findings illustrate the wide variations in economic conditions from region to region and state to state.

Halfway through the past fiscal year, at least 19 states reported revenues were running below budget estimates, while revenues exceeded expectations in at least 15 other states.

Effects of Economic Conditions

State appropriations, which provide the largest share of support for public colleges and universities—more than 40 per cent, on the average—closely follow fluctuations in state economic conditions, because states, unlike the federal government, have to balance their budgets every year.

When state revenues decline, appropriations for colleges and universities are trimmed, as higher-education officials in Ohio and Michigan, among others, know all too well.

When economic growth boosts revenues from sales taxes, income taxes, and other sources, higher education usually gets its share of the increases. Florida and North Dakota are among the examples of economic well-being this year.

When the North Dakota legislature convened last January, it promptly passed an emergency pay bill, giving all state employees—including members of the faculties and staffs at state colleges and universities—a 10-per-cent raise, effective January 1.

The legislature then went on to approve budgets for the 1981-83 biennium that included additional pay increases of 9 per cent, effective July 1, 1981, and 8 per cent, effective July 1, 1982. That is an overall increase of nearly 30 per cent in 30 months. During the previous two years, raises for state employees averaged 6.5 per cent a year.

North Dakota's total appropriations for higher education were increased 43.5 per cent over the appropriations for the pre-

Continued on Page 4, Column 1

U.S. Weighs Proposal to Ease Restrictions on DNA Research, Make Rules Voluntary

By Kim McDonald

WASHINGTON

A proposal to end nearly all federal regulation of recombinant-DNA research has gained support at the National Institutes of Health, which will decide in early September whether to make most of the government's regulations on gene splicing voluntary instead of mandatory.

William J. Gartland, director of the institutes' office of recombinant-DNA activities, said last week that an advisory panel studying the proposal had recommended that the N.I.H. eliminate all prohibitions from its recombinant-DNA research guidelines except those concerning experiments with hazardous organisms.

Mr. Gartland said the proposal, if adopted by the agency, would strike from the guidelines provisions that ban the cloning of genes that produce human or animal toxins, the manufacture of genetically altered bacteria in amounts larger than 10 liters, the release of organisms altered by recombinant-DNA techniques into the environment, and the use of such organisms in treating diseases in humans.

It would also eliminate the need for extensive safety precautions when conducting recombinant-DNA research on most organisms, he said, except those—such as disease-causing viruses—capable of harming other organisms, or those considered dangerous by the national Center for Disease Control.

Herman W. Lewis, senior scientist for recombinant-DNA research at the National Science Foundation, emphasized that the proposal under consideration by the N.I.H. would not eliminate university biosafety committees or federal regulations for work with hazardous organisms. It would eliminate only the extra layer of regulation imposed on scientists who use recombinant-DNA techniques, he said.

Now, any researcher or institution receiving federal money for research that uses recombinant-DNA techniques—allowing researchers to splice together genetic material from different organisms—must follow N.I.H. guidelines. Those regulations, adopted in 1976, prohibit some experiments with dangerous organisms

Continued on Page 10, Column 3

Saving the Humanities at Black Colleges

By Lorenzo Middleton

SAVANNAH, GA.

What do Dolley Madison, Dred Scott, O. Henry, and Romare Bearden have in common?

Their names all appear on the final exam in Ethel Taylor's new humanities course at North Carolina Agricultural and Technical State University. And they each contributed to a part of American history and culture that is uniquely Southern.

The famous White House hostess, the slave whose lawsuit for freedom helped fan the flames of the Civil War, the short-story writer, and the contemporary painter have been introduced to Ms. Taylor's students in an "experimental" course designed to stimulate their interest in the humanities by focusing on the South.

Courses similar to Ms. Taylor's—all called "Humanities Perspectives of the South"—were introduced last fall at Jackson State University, Southern University, and the University of Arkansas at Pine Bluff. They were developed with the help of a $50,000 grant from the National Endowment for the Humanities.

The endowment has awarded more than $6-million to black colleges and their faculty members since 1977. It is one of a number of organizations, including the Andrew W. Mellon Foundation and the United Negro College Fund, that have undertaken campaigns to help save the humanities in black colleges.

While most colleges and universities have been reporting a declining interest in the humanities since the 1970's, a number of black educators, such as Huel D. Perkins, have argued that the problem is worse in black colleges than in other institutions.

By 1976, "in the black colleges there was concern that nobody majored in the

Continued on Page 3, Column 1

State Funds

Continued from Page 1

vious two years. During the same session, the legislators gave taxpayers a break by reducing levies on their income.

"North Dakota doesn't run with the rest of the nation economically," said Floyd B. Case, assistant commissioner for fiscal affairs on the state board of higher education. The substantial increases in state appropriations this year were possible because of the state's healthy economy and new taxes on oil and coal produced in North Dakota, he said.

In Florida, where economic growth has kept state revenues increasing, appropriations for the nine state universities for the coming year are more than 12 per cent higher than the past year's amount.

"We did very well in this session," said Carl W. Blackwell, the Florida board of regents' associate vice-chancellor for planning and budgeting.

When funds for faculty-salary increases are added, the overall rise for the Florida universities will be about 16 per cent, Mr. Blackwell said.

Part of the increased appropriations will come from a 20-per-cent tuition increase.

Funds were appropriated to raise faculty salaries by an average of 7 per cent.

$11-Million to Improve Quality

Mr. Blackwell said the increase included $11-million for a quality-improvement program, $6.3-million for enrollment increases, $4.75-million for scientific and technical equipment, $4.5-million for converting the universities' academic calendar from quarters to semesters, and $1.3-million to add freshman and sophomore classes at Florida International University.

The legislature considered but did not approve the addition of freshman and sophomore classes at two other senior institutions—the University of North Florida and University of West Florida.

Michigan, whose economy is still suffering from a slowdown in the automobile industry, has increased its higher-education appropriations for 1981-82 by 12 per cent.

That increase follows a reduction of more than 6 per cent the previous year and puts the higher-education budget only 5 per cent ahead of the appropriation of two years ago.

Ohio's 61 public colleges and universities began a new fiscal year this month with only four months' appropriations.

The legislature was unable to agree on regular appropriations before the July 1 deadline, so it gave the colleges and universities, along with many other state agencies and institutions, an interim budget to carry them through October.

The legislature then recessed. It plans to return in September and resolve its budget problems.

Until October 31, the colleges and universities are supposed to cut their spending to 3 per cent below last year's budget.

A series of reductions during the past year reduced the state support originally appropriated for higher education by 7 per cent.

The 3-per-cent cut in the interim budget means the institutions will be receiving less than they got in 1979-80, an official of the Ohio board of regents said.

Rolling budgets back to the 1979-80 level means cutting spending to offset higher operating costs due to inflation and larger student bodies.

Enrollment in Ohio's public colleges and universities increased last fall, and many of them expect additional increases this year. Enrollment at some of the two-year institutions increased by 20 to 30 per cent in the past year, a regents representative said.

Tax Collections Down 8 Pct.

The Ohio legislature, in providing interim appropriations, forbade institutions to spend any of the money for new or expanded programs.

Compared with the $759-million received by the public colleges and universities last year, the state Senate approved a total of $791-million for 1981-82; the House of Representatives approved $835-million. A conference committee failed to resolve differences between the two versions before the new fiscal year began on July 1 and the legislature recessed.

Ohio's tax collections, as of last December 31, fell about 8 per cent below budget estimates.

As the Oregon legislature worked last week to complete action on appropriations for higher education, college and university officials were preparing for severe cuts and hoping that improvements in the economy would provide at least a partial rescue before the year is out.

The legislature's joint committee on ways and means has approved a bill that would cut higher-education appropriations 10 per cent below present levels.

Special Session Scheduled

Attached to the committee's bill was a directive to the state's colleges and universities to prepare comprehensive plans for reductions in spending to be presented at a special session of the legislature next June.

Higher-education officials said their hope was that the Oregon economy would have improved enough by June to make some of the reductions unnecessary.

Idaho's appropriation for higher education this year is 5.7 per cent larger than the amount colleges and universities received last year. A midyear year cut of 3.85 per cent was ordered when the state's economy took a turn for the worse last year.

The state board of education has declared a financial emergency to permit faculty layoffs, if necessary. A few reductions have been made in the University of Idaho's agriculture-extension staff and in the teaching staff at Lewis-Clark State College.

Washington State, where general tax revenues were 3 per cent below budget estimates last year, made its public colleges and universities give back 3 per cent of the money that had been appropriated to them for fiscal years 1979-80 and 1980-81. The returned money went into a reserve fund to balance the state budget.

For the current year, the Washington legislature increased higher-education appropriations by about 6 per cent. The increase included pay raises averaging 7.2 per cent for faculty members and other nonclassified employees and 7.5 per cent for those in classified positions.

In addition, the legislature appropriated money for a "merit pay pool" equal to 3 per cent of faculty-salary budgets, to be used by the institutions "to encourage excellence in teaching."

The estimate that state spending, in terms of inflation-adjusted purchasing power, will decline during the current year is based on preliminary data from the annual fiscal survey of the states by the National Governors' Association and the National Association of State Budget Officers. The survey's data for individual states were not available last week.

The states are beginning the current fiscal year with treasury balances that, as a national average, are about half what they were a year ago, according to preliminary survey data. Those balances will be reduced further in fiscal 1982, the survey indicates. State revenues are expected to increase in the coming year and will narrow the gap between income and outgo, but the states, as a whole, will again spend more than they collect.

State spending also exceeded revenues in fiscal 1981 and resulted in reducing combined balances in the state treasuries by half. In fiscal 1980, state revenues were slightly larger than state spending.

The Federation of Tax Administrators, in a report on the impact of the economy on state revenues, found the worst effects in the Midwest.

In the six months ending last December 31, the tax administrators' report said, 9 of the 10 Midwest states had general-fund revenues that fell short of budget estimates.

Revenue shortfalls occurred in only two of the nine states reporting from the Northeast, the report said. In the Southeast and West, the study found, there were about as many states reporting revenues exceeding estimates as there were states reporting shortfalls.

Following are the tax administrators' comparisons of expected general-fund revenues with actual tax collections in the last half of 1980:

Northeast

▶ Revenues exceeded estimates in Maine by 1.3 per cent, in Maryland by 2.2 per cent, and in Pennsylvania by 0.5 per cent.

▶ Revenues fell short of estimates in Massachusetts by 0.3 per cent and in New Hampshire by 7.2 per cent.

▶ Revenues approximately matched estimates in New Jersey and New York.

Southeast

▶ Revenues exceeded estimates in Arkansas by 1.7 per cent, in Georgia by 1.9 per cent, in Louisiana by 9.4 per cent, in Mississippi by 5.1 per cent, in North Carolina by 1.6 per cent, and in Virginia by 2.6 per cent.

▶ Revenues fell short of estimates in Kentucky by 6.1 per cent, in South Carolina by 2.3 per cent, in Tennessee by 2.7 per cent, and in West Virginia by 0.2 per cent.

Midwest

▶ Revenues exceeded estimates in Kansas by 5.9 per cent.

▶ Revenues fell short of estimates in Iowa by 5.2 per cent, in Indiana by 19.2 per cent, in Michigan by 8.9 per cent, in Minnesota by 3.0 per cent, in Missouri by 19.7 per cent, in Nebraska by 2.8 per cent, in Ohio by 7.9 per cent, in South Dakota by 2.0 per cent, and in Wisconsin by 3.0 per cent.

West

▶ Revenues exceeded estimates in Alaska by 1.5 per cent, in Hawaii by 1.7 per cent, and in Wyoming by 2.0 per cent.

▶ Revenues fell short of estimates in California by 2.8 per cent, in Idaho by 11 per cent, in Nevada by 4.4 per cent, and in Washington by 3.0 per cent.

FACT-FILE

Higher-Education Appropriations in 19 States

	1979-80	1980-81		1981-82		
	Amount	Amount	1-year change	Amount	1-year change	2-year change
Arizona	$232,707,000	$280,446,000	+20.5%	$306,801,000	+ 9.4%	+31.8%
Arkansas	169,664,000	187,567,000	+10.6%	183,980,000	− 1.9%	+ 8.4%
Georgia	385,132,000	431,963,000	+12.2%	498,919,000	+15.5%	+29.5%
Idaho	85,028,000	94,146,000	+10.7%	95,100,000	+ 1.0%	+11.8%
Indiana	411,198,000	459,639,000	+11.8%	482,494,000	+ 5.0%	+17.3%
Kansas	238,839,000	259,859,000	+ 8.8%	278,662,000	+ 7.2%	+16.7%
Kentucky	299,918,000	307,572,000	+ 2.6%	355,291,000	+15.5%	+18.5%
Maryland	323,732,000	367,701,000	+13.6%	385,949,000	+ 5.0%	+19.2%
Michigan	808,320,000	757,770,000	− 6.3%	848,532,000	+12.0%	+ 5.0%
Mississippi	233,738,000	261,282,000	+11.8%	300,524,000	+15.0%	+28.6%
New Mexico	125,731,000	143,316,000	+14.0%	171,576,000	+19.7%	+36.5%
New York	1,543,416,000	1,644,361,000	+ 6.5%	1,855,429,000	+12.8%	+20.2%
North Dakota †	75,860,000	75,660,000	0.0%	108,538,000	+43.5%	+43.5%
Rhode Island	71,833,000	78,321,000	+ 9.0%	85,257,000	+ 8.9%	+18.7%
Utah	145,384,000	160,856,000	+10.6%	174,139,000	+ 8.3%	+19.8%
Vermont	27,062,000	30,459,000	+12.6%	33,876,000	+11.2%	+25.2%
Virginia	444,054,000	509,731,000	+14.8%	543,961,000	+ 6.7%	+22.5%
Washington †	467,717,000	467,717,000	0.0%	497,821,000	+ 6.4%	+ 6.4%
West Virginia	158,684,000	169,819,000	+ 7.0%	184,692,000	+ 8.8%	+16.4%
Total	**$6,247,817,000**	**$6,688,185,000**	**+ 7.0%**	**$7,391,541,000**	**+10.5%**	**+18.3%**

† Two-year appropriations are shown divided equally between 1979-80 and 1980-81, although the actual divisions varied.

SOURCE: M. M. CHAMBERS

Admissions Officers Said to Break Federal Rules Often but Unknowingly

By Patrick McQuaid

CAMBRIDGE, MASS.

Many high-school guidance counselors and college admissions officers are unaware that they are failing to comply with a host of federal regulations, according to Robert L. Albright, vice-chancellor for student affairs at the University of North Carolina at Charlotte.

Mr. Albright, who said he had been sued enough times to know, added that the violations had occurred in such areas as privacy rights, sex discrimination, and "truth in advertising."

He discussed the problems of compliance at a conference here, sponsored jointly by Harvard University and the College Board.

A number of participants in an informal question-and-answer session with Mr. Albright indicated that they were unfamiliar with the fine print of such federal laws as Title IX of the Education Amendments of 1972, which bars discrimination on the basis of sex, and the Family Privacy Act of 1974, known as the Buckley Amendment, which requires that many student records be kept private.

One secondary-school counselor admitted that he kept "a second set of records" on students to prevent them from seeing teachers' comments. Others said they routinely shared student records with other administrators, athletic coaches, potential employers, and parents without the students' permission.

"You can violate a law as much as you want until somebody calls you on it," Mr. Albright warned.

He recommended that counselors and admissions officers invest $25 a year in liability insurance to protect themselves in case they are accused of violating provisions of the federal laws.

Purging Graduates' Files

Mr. Albright cautioned participants on the type of data they should include in student records and advised them to set policies for purging files. For example, he said, after a student has graduated, his or her file should be purged of all materials except transcripts.

"Unless state law prohibits destroying letters of recommendation, they should be destroyed once a student has matriculated," he added.

Mr. Albright cited case after case in which the courts had determined that students and colleges shared contractual agreements and colleges had been forced to live up to their published admissions policies.

"As many of us violate Title IX as violate the Buckley Amendment," he added. He warned admissions officers against setting sex quotas in admissions, recruiting for coeducational colleges at single-sex secondary schools, and discouraging applications on the basis of sex.

Other possible violations that admissions officers may not be aware of, he said, include limitations on enrolling members of a particular sex because of inadequate dormitory facilities and on financial aid to part-time students and married women. In some public colleges, he said, a female state resident who marries an out-of-state resident is then illegally charged nonresident tuition.

Mr. Albright said the federal government had begun to enforce a four-year-old "truth-in-advertising law" designed to provide protection to students as consumers.

Last year, he added, two institutions, each of which received more than $5-million in U.S. financial aid, had their 4-per-cent administrative-cost allowances suspended because they had failed to provide adequate consumer information to applicants.

Debt Financing by Universities: How to Get Equipment Without Cash

FORT COLLINS, COLO.

University researchers are learning how to get the expensive new laboratory equipment they need without having the cash on hand to pay for it.

Basically, it's a matter of leasing equipment or buying it on the installment plan and making the payments with money earned by charging for use of the equipment.

The details are often complicated and may require the advice of investment bankers and tax lawyers, says George G. Olson, vice-president for research at Colorado State University here, who has conducted seminars on debt financing for university administrators. Familiar examples of such financing are home mortgages and lease payments for automobiles.

Colorado State has used several types of debt financing to get some $30-million worth of scientific equipment and facilities over the past 15 years, he said.

For example, equipment for receiving and analyzing weather data from space satellites was acquired for the university's atmospheric-science department in 1978 through a "municipal lease."

The university leased the equipment from a bank for six years at 7½-per-cent interest. Because the lease is on a year-to-year basis, the university does not officially incur any debt. Principal and interest are recovered through charges to research sponsors. At the end of the six-year lease, the equipment will be paid for and will become the university's property.

Mr. Olson said he had found widespread interest in debt financing of scientific equipment, but few universities had actually used it.

Representatives of some 30 universities attended each of two seminars he has conducted—one in New York last fall and another in Denver this spring. Mr. Olson has also advocated debt financing in talks at a dozen universities and at a seminar sponsored by the education division of the Control Data Corporation in May.

Colorado State evidently was the first university to use revenue bonds to finance the purchase of a computer, Mr. Olson said.

Not the Best Way to Buy

Colorado State's research foundation issued $1.3-million in bonds at 4.75 per cent in 1966 to buy the computer for the university's center for disease control. The bonds were paid off by 1978, and the foundation turned over the ownership of the computer to the university.

The lack of a direct precedent made it difficult, but eventually Colorado State obtained the necessary ruling from the Internal Revenue Service that the bonds for the computer were tax-exempt, Mr. Olson said.

Debt financing is not the best way to buy scientific equipment, he said, but for many institutions it may be the only way, because funds for outright cash purchase are not available.

The federal government's reduction of nondefense spending is adding to the general financial problems at the institutional and state levels. More directly, the Reagan Administration, in its budget for fiscal 1982, eliminated a $75-million program that had been included in the Carter Administration's budget to help universities upgrade their research equipment.

Several national studies have found that much of the equipment in university laboratories is deteriorating or is obsolete.

The Association of American Universities, after surveying laboratories at 24 institutions last year, warned that the United States could fall behind its competitors overseas if it did not provide adequate funds for renovation and new equipment.

The National Research Commission, a private agency, which last year completed a two-year study of university research policy and support, said the problem of obsolescence in the laboratory called for "imaginative funding devices."

"Steps must be taken soon to address this problem if the American research enterprise is to remain efficient and competitive internationally," the commission said.

The commission recommended consideration of debt financing, with debt and interest payments to be included in charges to research sponsors for use of the financed equipment.

"We believe that research-supporting agencies should make clear to investigators, peer reviewers, and universities the acceptability of equipment-use charges," the commission said. "These charges would allow timely acquisition of important pieces of equipment while distributing the cost over a convenient time period."

Lewis M. Branscomb, chairman of the National Science Board, recently recommended that universities lease more scientific equipment to replace obsolescent instruments and to avoid a "periodic national equipment crisis."

One of the troublesome aspects of debt financing, Mr. Olson said, is getting the sponsors of research projects to pay equipment-use fees that include interest payments, which at today's rates can be substantial.

Financing the purchase of equipment through a nonprofit third party, usually a foundation associated with the university, often solves problems of interest payment and gets around restrictions that bar many state institutions from incurring debt directly.

Third-Party Rules

Federal rules on costs that can be covered by research grants generally exclude interest on a university's direct financing of equipment, but permit interest charges to be included when the university is leasing the equipment from a third party, such as a research foundation.

Because such foundations are nonprofit charitable institutions and the interest paid to lenders is tax-exempt, they can borrow money at relatively low rates.

At Colorado State, much of the debt financing is handled by the Colorado State University Research Foundation.

The foundation was originally an agency of the university, operated by university employees, but in 1979 it was reorganized as an independent agency with its own trustees and staff. That gave it a legal "arm's length" standing so it could serve as a third party in leasing equipment to the university, said the foundation's president, Cynthia J. Hanson.

The foundation used industrial-development bonds in 1978 to finance a $9-million computer for the National Center for Atmospheric Research, a facility in Boulder operated by a consortium of universities that includes Colorado State.

The Boulder County government issued the bonds for 10 years at 6 per cent on behalf of the research foundation. The foundation purchased the computer from the manufacturer and leased it to the research center. The center pays a rental fee that includes a charge to cover principal and interest. At the end of the lease period, the foundation will own the computer, which it has agreed to sell to the center for a token $25.

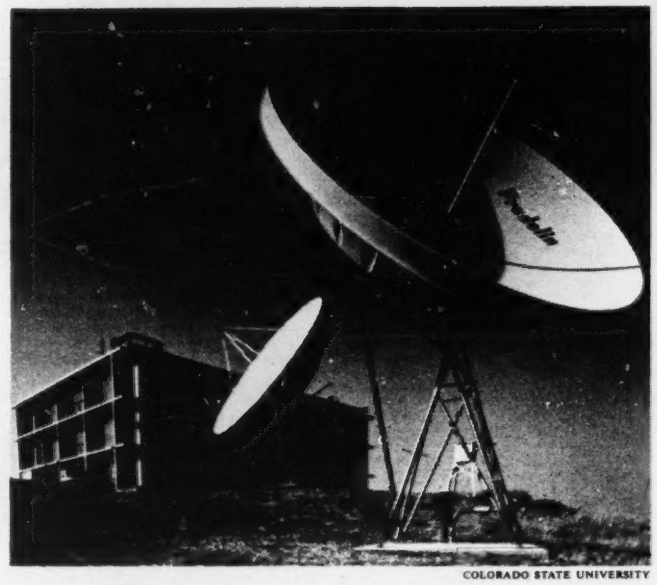
The foundation has a line of credit at a bank, at tax-exempt interest rates, with which it finances smaller equipment purchases of from $10,000 to $50,000.

"The selection of the appropriate debt instrument," Mr. Olson told university officials, "is best made in cooperation with an investment-banking firm and legal tax counsel experienced in this type of financing."

The National Commission on Research, in advocating debt financing to upgrade university laboratories, recommended that federal regulations be revised to permit "routine reimbursement of interest charges."

Such a change would eliminate the need for a third party in debt financing.

—JACK MAGARRELL



COLORADO STATE UNIVERSITY

Antennas to receive data from satellites were obtained by Colorado State University through debt financing.

FACT-FILE

Science and Engineering Graduates of 1977 and Their Employment Status 2 Years Later

Field of study	Employed in field †	Employed outside field	Unemployed	Not in labor force ‡	Total graduates
Bachelor's degrees					
Physical sciences	6,500	8,600	500	600	16,200
Chemistry	3,200	2,100	100	200	5,600
Physics, astronomy	400	1,300	100	0	1,800
Environmental	2,800	4,400	300	300	7,800
Other	200	700	100	0	1,000
Mathematical sciences	10,800	7,000	100	100	18,000
Mathematics	5,900	6,100	100	200	12,300
Computer sciences	4,900	900	0	0	5,800
Engineering	39,500	5,600	600	100	45,800
Life sciences	18,200	31,000	1,600	1,500	52,300
Biology	8,900	23,400	1,300	1,100	34,700
Agricultural sciences	9,300	7,600	300	400	17,600
Social sciences	9,000	71,400	4,200	5,200	89,800
Psychology	4,000	27,000	1,800	3,500	36,300
Economics	1,500	8,400	700	300	10,900
Sociology, anthropology	2,200	21,200	1,300	1,000	25,700
Other	1,300	14,800	400	500	17,000
Total, bachelor's degrees	**84,000**	**123,500**	**7,000**	**7,700**	**222,200**
Master's degrees					
Physical sciences	2,400	1,800	0	200	4,400
Chemistry	900	300	0	100	1,300
Physics, astronomy	300	400	0	0	700
Environmental	1,100	900	0	100	2,100
Other	100	200	0	0	300
Mathematical sciences	3,100	2,200	200	200	5,700
Mathematics	1,500	1,300	200	0	3,000
Computer sciences	1,700	700	100	100	2,600
Engineering	12,900	1,800	100	100	14,900
Life sciences	4,100	3,600	200	200	8,100
Biology	2,600	2,300	200	200	5,300
Agricultural	1,500	1,300	0	0	2,800
Social sciences	5,100	6,400	400	400	12,300
Psychology	3,300	2,700	200	200	6,400
Economics	1,000	900	100	0	2,000
Sociology, anthropology	700	1,000	100	200	2,0
Other	300	1,600	0	0	1,900
Total, master's degrees	**33,600**	**9,800**	**900**	**1,000**	**45,300**

† Those whose degree and employment fall within the same broad category.
‡ Includes those enrolled full time in graduate school.

SOURCE: NATIONAL SCIENCE FOUNDATION

Many Science, Engineering Graduates Take Jobs in Other Fields, NSF Finds

WASHINGTON

More than half of the graduates receiving bachelor's degrees in science or engineering take jobs outside the field they were trained for, the National Science Foundation reports.

At the master's-degree level, only a fifth of the graduates take jobs in their field, the N.S.F. study shows.

The foundation surveyed science and engineering graduates of 1977 to see what their employment status was two years later.

Of the 45,300 graduates who had received their master's degrees in science or engineering, 33,600 were employed in their field, 9,800 were employed in other fields, 1,000 were continuing their graduate studies or were out of the job market for other reasons, and 900 were not employed and were looking for jobs.

Among the 222,200 who received bachelor's degrees in science or engineering in 1977, an estimated 84,000 were employed in their field in 1979, 123,500 had jobs in other fields, 7,700 were in graduate schools or otherwise out of the job market, and 7,000 were unemployed.

The report, *Employment Attributes of Recent Science and Engineering Graduates*, notes that although a substantial proportion of science and engineering graduates were not working in their fields, unemployment rates were low—3 per cent at the bachelor's-degree level and 2 per cent at the master's-degree level.

At the bachelor's-degree level, 55 per cent of the men but only 37 per cent of the women had jobs in science or engineering. At the master's-degree level, the comparable percentages are 79 per cent for men and 58 per cent for women.

—J.M.

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ISSN 0009-5982

CHRONICLE of Higher Education

July 27, 1981 • $1.25
Volume XXII, Number 23

News Summary

Articles on inside pages

A five-year desegregation plan for South Carolina's public colleges and universities has been formally accepted by the Department of Education. Story on Page 7.

A biologist at San Diego State University, Mary E. Clark, has been named "professor of the year" by the Council for Advancement and Support of Education. Story on Page 5.

Despite changes in college social life since the late 1960's, weekend parties and drinking are still social fixtures on many campuses. Story on Page 3.

Increased restrictions on Guaranteed Student Loans have been approved by House-Senate negotiators drafting a compromise budget bill. Story on Page 7.

The technical institutes run by the Bell & Howell Education Group are seeking more recognition in the mainstream of higher education. Story on Page 6.

Historians in the U.S. say research could suffer if Congress tightens up the Freedom of Information Act. But Canadian scholars say a proposed information law there would reduce scrutiny of government documents. Stories on Pages 8 and 11.

The "Antioch Review" is 40 years old, but its future is still highly uncertain. Story on Page 13.

Some publishers say no precedent was set by a jury that held a textbook company liable for injuries two students suffered in a science experiment. Story on Page 13.

Social sciences and foreign-language training will be hit hard by budget cuts announced for Britain's universities. Story on Page 11.

France's universities should have more autonomy, says the Socialist government's new Minister of National Education. Story on Page 12.

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Surge in Applications May Signal Larger Freshman Classes this Fall

By Jack Magarrell

This fall's freshman classes at four-year colleges and universities may be substantially larger than last year's.

Enrollment projections based on the Chronicle Survey reflect an increase in freshman applications and are based on the assumption that applicants will enroll this year at the same rate as they did a year ago.

On that basis, the data indicate increases of 7 per cent at public institutions, 6.2 per cent at private institutions, and 6.5 per cent at all four-year institutions.

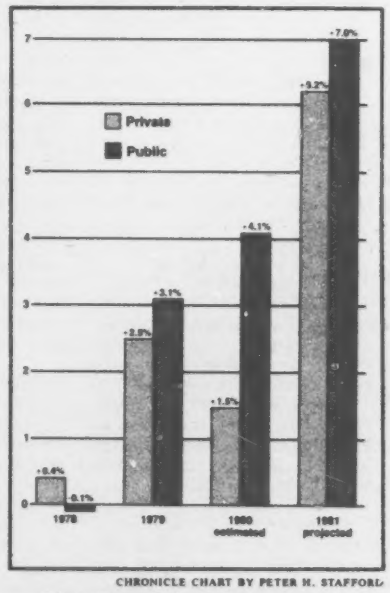
The actual increases could be significantly smaller if, as some education officials suspect, more students than usual have been submitting applications to more than one institution.

The uncertainty of federal financial aid, plus concern about the rising cost of going to college, may have prompted more students to hedge their bets by making multiple applications.

Little Increase in Deposits

A possible further indication that this may be the case: The Chronicle Survey found that while the number of applications had risen, the number of payments received as deposits from freshman applicants was almost the same as a year ago.

The survey, designed and conducted by John Minter Associates of Boulder, Colo., does not attempt to predict enrollment. It does provide a basis for projecting freshman numbers, using last year's enrollment rate. The projections, like the estimates upon which they are based, are subject to sampling error.



CHRONICLE CHART BY PETER H. STAFFORD

The Chronicle Survey's projected increase in freshman enrollment is compared above with earlier data.

The data on applications for admission were obtained from 315 institutions in a stratified random sample of four-year colleges and universities with enrollments of 500 or more. Two-year institutions were not included in the Chronicle Survey of freshman admissions because at most community colleges the application schedule is not comparable to that on the four-year campuses.

About 30 per cent of the institutions surveyed reported fewer applications than they had received a year earlier. Among both private and public institutions, the smallest colleges were most likely to report a decrease in applications, compared with last year.

Regional Differences

In the Southeast, private institutions reported an overall average decline in the number of applications received. Private institutions in the West and Southwest, on the average, had much smaller increases than those in the East and Midwest.

Among public institutions, those in the West and Southwest showed an average gain of less than 1 per cent, compared with 5 to 6 per cent in each of the other regions.

Last fall, 37.8 per cent of the students who applied for admission as first-year students actually enrolled, according to an earlier Chronicle Survey.

If this fall's enrollments follow last

Continued on Page 16, Column 4

Aid to Students at Private Colleges Raised by 20 States, Survey Finds

By Janet Hook

Legislatures in at least 20 states have boosted aid to private-college students for 1981-82, according to a report released last week by the National Institute of Independent Colleges and Universities.

Based on a survey of state associations of independent colleges, the report says 20 of the 31 groups responding reported that private-college students' share of state financial aid appropriated for the coming academic year would exceed last year's.

In 16 of the states reporting increases in aid to such students, the survey found, the increases outpaced rising prices, assuming an annual inflation rate of 10 per cent.

In New Jersey, for example, appropriations for the state's largest scholarship program were raised from $29-million to $34.4-million for the next academic year. About $11.4-million of the money for 1981-82 is expected to go to students at independent colleges in the state—up 20 per cent from those students' share of state scholarship funds in 1980-81.

Several states also increased appropriations for grants earmarked for students at independent colleges, the survey found. Among them:

Virginia. Appropriations for tuition grants to Virginia residents who choose to enroll in the state's private colleges were increased by 16.8 per cent. The legislature also voted to increase the amount of the tuition grant, which is awarded regardless of financial need, from $620 to $700 per student in 1981-82.

Michigan. Despite its highly publicized economic problems, the report noted, Michigan "stands out as having remarkably healthy programs for assistance to independent colleges."

The legislature approved $16-million for grants to private-college students—a 75-per-cent increase over 1980-81 spending levels. The appropriation will finance the last year of a four-year phase-in of the grant program.

North Carolina. Grants to North Carolina residents attending independent colleges in the state were boosted to $600, a $50 increase over last year's figure.

The North Carolina legislature also incorporated in its budget bill a statement that, by 1986-87, state aid to a private-college student should reach a "reasonable" level in comparison with the subsidy provided for each student attending public institutions in the state.

Although several states besides North Carolina provide grants to subsidize resident students' tuition at private colleges within their borders, efforts to establish similar programs elsewhere this year have been stalled in legislatures faced with tight budgets.

In Rhode Island, the legislature approved a bill that would have provided tuition grants of $500 for each resident who attended an independent college in the state.

However, the measure was vetoed by Gov. J. Joseph Garrahy, who contended that the state could not afford the $3-million program and that existing state scholarship programs provided adequate aid to students, regardless of the type of institution they chose to attend.

In Ohio, a bill has been introduced that would provide grants for private-college

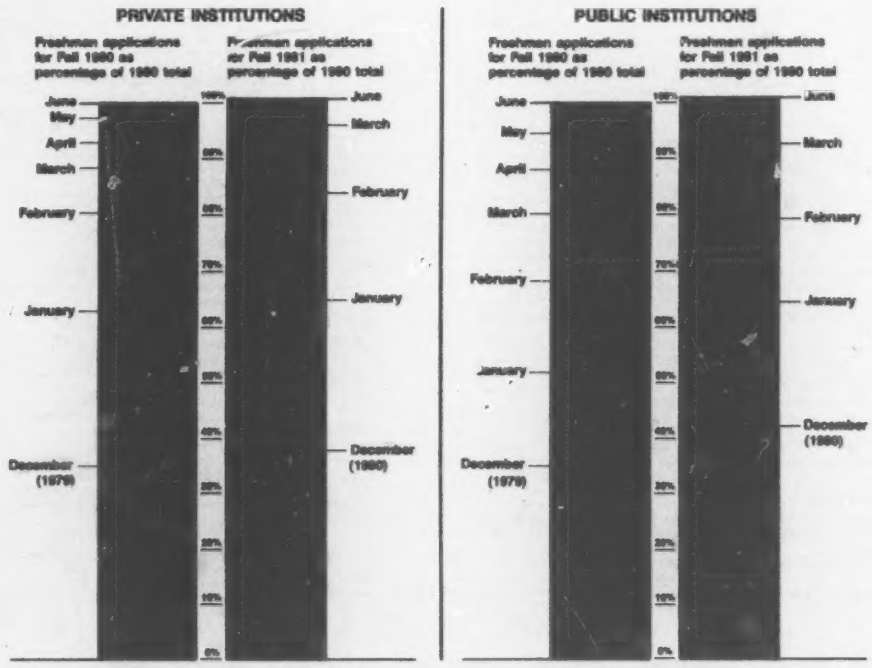
Continued on Page 9, Column 1

CHRONICLE SURVEY

Number of Freshman Applicants Increases More than 6 Pct.

Public colleges and universities had received 7 per cent more freshman applications by June 30 than they had a year earlier, according to the latest Chronicle Survey. At private institutions, the number of applications was 6.2 per cent higher than last year's total.

This is the fifth in a series of reports on admissions applications for the fall of 1981, based on surveys of 315 four-year colleges and universities with enrollments over 500. The surveys were conducted for *The Chronicle* by John Minter Associates, Box 107, Boulder, Colo. 80306.



Changes in Number of Freshman Applicants
June 30, 1981, compared with June 30, 1980

	Per-cent change in average[1]	Per-cent reporting increase	Per-cent reporting decrease	Per-cent change: Median[2]	Per-cent change: Low[3]	Per-cent change: High[4]
Private colleges and universities						
Research and Ph.D.-granting	+ 5.0%	77.8%	18.5%	+ 5.4%	+ 0.3%	+10.2%
Comprehensive	+ 6.0%	69.4%	29.0%	+ 3.6%	− 1.1%	+ 9.0%
Liberal arts	+ 6.4%	67.6%	32.4%	+ 3.9%	− 4.6%	+15.7%
Regions						
Northeast and Mid-Atlantic	+ 6.6%	75.7%	24.3%	+ 5.0%	0.0%	+13.7%
Great Lakes and Plains	+ 9.9%	68.1%	31.9%	+ 4.9%	− 2.3%	+11.7%
Southeast	− 1.4%	62.9%	37.1%	+ 1.6%	− 8.2%	+11.4%
West and Southwest	+ 0.7%	63.6%	27.3%	+ 1.3%	− 2.3%	+ 8.0%
Enrollment						
500–999	+ 0.7%	60.0%	40.0%	+ 2.3%	− 7.0%	+17.4%
1,000–2,499	+ 8.2%	71.8%	28.2%	+ 5.0%	− 1.1%	+12.4%
2,500–4,999	+ 4.6%	72.4%	27.6%	+ 3.7%	− 1.0%	+ 6.9%
5,000–9,999	+ 6.4%	80.0%	10.0%	+ 5.2%	+ 0.5%	+ 7.9%
10,000 and over	+ 3.9%	69.2%	30.8%	+ 2.0%	−11.1%	+11.2%
All private	+ 6.2%	68.6%	30.8%	+ 4.0%	− 3.7%	+14.2%
Public colleges and universities						
Research and Ph.D.-granting	+ 3.4%	69.6%	30.4%	+ 3.6%	− 2.3%	+10.1%
Comprehensive	+ 8.1%	73.0%	27.0%	+ 6.7%	− 1.5%	+13.7%
Regions						
Northeast and Mid-Atlantic	+ 5.9%	75.0%	25.0%	+ 4.5%	− 1.1%	+ 9.4%
Great Lakes and Plains	+ 5.0%	75.6%	24.4%	+ 6.5%	− 0.4%	+ 13.4%
Southeast	+ 5.2%	66.7%	33.3%	+ 2.0%	− 2.7%	+13.1%
West and Southwest	+ 0.8%	66.7%	33.3%	+ 4.9%	− 2.6%	+11.6%
Enrollment						
500–2,499	+ 2.1%	54.5%	45.5%	+ 0.6%	− 2.1%	+ 5.2%
2,500–4,999	+ 9.0%	73.3%	26.7%	+ 7.9%	− 4.1%	+21.0%
5,000–9,999	+ 9.2%	85.2%	14.8%	+ 6.8%	+ 1.0%	+13.7%
10,000–19,999	+ 3.1%	67.7%	32.3%	+ 3.2%	− 1.7%	+11.2%
20,000 and over	+ 4.1%	68.6%	31.4%	+ 4.5%	− 3.6%	+11.8%
All public institutions	+ 7.0%	72.2%	27.8%	+ 5.9%	− 1.7%	+12.8%
All institutions	+ 6.5%	69.9%	29.8%	+ 4.7%	− 3.0%	+13.7%

[1] Percentage change in mean number of applications by June 30, 1981, compared with the mean for a year earlier.
[2] Half of the institutions reported changes greater than the percentage shown.
[3] The bottom one-fourth of the institutions reported changes smaller than the percentage shown.
[4] The top one-fourth of the institutions reported changes greater than the percentage shown.
Note: Survey data are from a stratified random sample of 715 four-year colleges and universities, excluding colleges with enrollment under 500. The response rate was 40 per cent. The response among private institutions was: Research and Ph.D.-granting, 27; comprehensive, 62; liberal arts, 105; all private institutions, 196. The response among public institutions was: Research and Ph.D.-granting, 56; comprehensive, 63; all public institutions, 119. Results for "all private institutions," and "all public institutions" are weighted averages based on the distribution of institutions by type.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Bar Group Told Not to Use Its Ban on Religious Bias

CHICAGO

A U.S. district judge here has ruled that the American Bar Association may not use its ban on religious discrimination as a basis for denying provisional accreditation to the law school of Oral Roberts University, a "distinctly Christian" institution that requires applicants for admission and employment to make religious commitments.

However, Judge James B. Moran stayed enforcement of his order, pending a final decision on the school's application by the bar association's House of Delegates next month. In addition to voting on the application, the delegates are expected to consider a proposal to change the A.B.A.'s anti-discrimination rule in a way that may permit institutions like Oral Roberts to qualify for approval.

There remained considerable doubt last week about how the matter would turn out.

For one thing, according to H. Eugene Heine, the A.B.A.'s legal counsel, the association may well decide to appeal any subsequent enforcement of Judge Moran's order. For another, officials of the association have disagreed about the meaning of the proposed rule change and whether the university would satisfy it.

Among those saying that it would not, Mr. Heine noted, is the association's accreditation committee. The panel held earlier this month that, even under the proposed revision, the university's faculty members could not be deemed to have sufficient academic freedom and that its students were being denied religious freedom, Mr. Heine said.

First-Amendment Rights Cited

The university sued the bar association last month after its application was rejected by both the accreditation committee and the council of the A.B.A.'s Section of Legal Education and Admissions to the Bar.

The institution charged that the actions violated its constitutional rights under the First and Fourteenth Amendments. It also said the actions threatened the law school's "very survival" and would prevent its graduates from practicing in 43 states and the District of Columbia.

Officials of the bar association countered that the court had no jurisdiction in the case, in part because the A.B.A.'s accreditation activities were voluntary and states were not obligated to use graduation from an accredited law school as a criterion for admission to the bar.

Moreover, said Mr. Heine, the university's claims were premature because a final decision by the House of Delegates had not been made.

Delegation of State Function

Judge Moran disagreed on both points, although by delaying enforcement of his order until after the A.B.A.'s meeting next month he seemed to be giving some recognition to the association's argument.

Concerning the relationship between state bar requirements and A.B.A. accreditation, however, the judge held that there was "a sufficient showing of state action."

"Many states do in fact delegate that approval function to the A.B.A.," he said. "For perfectly proper and valid reasons, the A.B.A. is fulfilling a state function."

The bar association also maintained that its panels' rejection of the Oral Roberts application was based in part on a failure of the university to meet A.B.A. financial requirements, particularly those covering faculty salaries. But Stephen C. Neal, a lawyer for the Tulsa-based institution, said last week that it was prepared to provide assurances that its salaries were "well within the range" required.

In light of Judge Moran's order, Mr. Neal said the university hoped to avoid a further legal confrontation over the constitutional issues. It has "no desire to win this thing in court if we can get the A.B.A. to reverse" its committees' decisions, he said.

The proposed change in the anti-discrimination rule, as approved in May by the council of the association's legal-education section, presumably would allow institutions to follow certain religious traditions if they did not constitute "invidious discrimination."

Oral Roberts University has conceded that its policies are intended to discriminate on religious grounds but it has insisted that the discrimination is "benign." —ROBERT L. JACOBSON

Applications *Continued from Page 1*

year's pattern closely, total freshman enrollment will increase by about 6.5 per cent.

If the proportion of applicants actually enrolling drops below 35.5 per cent, freshman enrollment will be smaller than last year's, the Chronicle Survey indicates.

The increase projected for this fall, if it materializes, will be the third consecutive annual increase in freshman enrollment.

The Chronicle Survey of college enrollments last fall indicated that the number of freshmen was up by 3.6 per cent compared with the fall of 1979.

The federal government's National Center for Education Statistics, reporting data from virtually all colleges and universities, said that freshman enrollment in the fall of 1979 was up 2.9 per cent over the previous year. In the fall of 1978, freshman enrollment showed almost no increase—up by only 0.1 per cent compared with the previous fall, according to the N.C.E.S.

The number of freshmen has been growing despite a decline in the country's 18-year-old population—the prime source of college freshmen. Since reaching a peak of 4,292,000 in 1979, the number of 18-year-olds has dropped by 3.4 per cent, the Census Bureau estimates. In 1990, the bureau says, there will be 20 per cent fewer 18-year-olds than in 1979.

Although the number of 18-year-olds began to decline last year, the broader population group aged 18 through 24 is reaching a peak this year and will begin to fall in 1982, according to Census Bureau estimates.

At public four-year colleges and universities last year, 47 per cent of the applicants for the freshman class showed up on campuses in the fall. If that enrollment rate is repeated this year, the number of freshmen at those institutions will rise by 7 per cent. Last fall, the number of freshmen at the public four-year institutions increased by 4.1 per cent, according to the Chronicle Survey of fall enrollment.

At private four-year institutions, 32.9 per cent of the applicants enrolled as freshmen last fall, producing an increase of 1.5 per cent in first-year enrollment at those colleges and universities, according to the survey.

Total enrollment, including undergraduates and graduate and professional students, was up by 3.8 per cent last fall, compared with fall, 1979, according to the Chronicle Survey's estimate. The National Center for Education Statistics estimated the increase in total enrollment last fall at 3.2 per cent.

NOTE

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PUBLICATION HAVE BEEN FILMED

p. 1, 6, 10.

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CH IF08US1DLC1695AMPLE 9 XE
CONGRESSIONAL INFORMATION
7101 WISCONSIN AV/NW
WASHINGTON D C 20014

6-Month Index: Pages 39-48

CHRONICLE of Higher Education

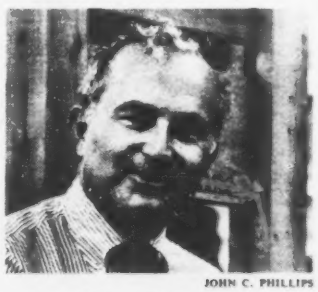
ISSN 0009-5982

August 3, 1981 • $1.25
Volume XXII, Number 24

News Summary

The next issue of The Chronicle will appear on September 2.

Articles on inside pages



JOHN C. PHILLIPS

A political-action committee is being organized to advance the interests of science. Its chairman is Donald G. Stein (above), a professor of neurology. Story on Page 2.

A dispute over a departmental reorganization plan has embroiled Stephen Horn, president of California State University at Long Beach, in a bitter conflict with faculty members. Story on Page 3.

State appropriations for public colleges and universities in some Southern and Western states are running 30 to 60 per cent above those in 1979-80, preliminary data indicate. Story and Fact-File on Page 6.

Budget negotiators agreed on a plan last week to reduce federal spending for programs in health training. Story on Page 8.

Congress must boost the benefits provided in proposed new GI Bill legislation to provide an effective recruiting tool for the military, say university spokesmen. Story on Page 8.

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Medical Group Asks for Stiffer Exams for U.S. Graduates of Foreign Schools

By Cheryl M. Fields

WASHINGTON

Americans who attend medical schools abroad should be tested more rigorously before being allowed to enter residency programs in this country, the Association of American Medical Colleges says.

Such students may now enter residency programs if they pass a one-day, 360-question examination that includes only 60 questions covering basic sciences, the association said in a position paper endorsed by its executive council.

By contrast, foreigners who have gone to medical school outside this country must pass an examination with 950 questions, 500 of them on the basic sciences, before they can enter U.S. residency programs, the association said.

An Examination for Everyone

Americans who have studied abroad should be required to pass an examination equivalent to the tests that the National Board of Medical Examiners requires of students attending school here, the A.A.M.C. said. U.S.-trained medical students generally have passed Parts I and II of the national board's exam, containing a total of 1,900 questions, before they enter residency programs.

American students who have been trained abroad also should be required to "undergo an evaluation in prepared test centers in which qualified observers can evaluate their clinical skills and assess their personal professional qualifications," the group said.

A spokesman for the Education Commission for Foreign Medical Graduates, which prepares the test for Americans who have studied abroad, said its board of trustees had voted recently to revise the test to increase the subject areas it covers, as well as the number of questions on basic sciences.

Ray L. Casterline, president of the commission, said the action had been taken before a copy of the A.A.M.C.'s statement had been received. He said the board's action was simply intended to bring the exam up to date with material being taught in U.S. medical schools.

The changes approved by the board will result in the test's being increased to more than 400 questions, with 100 of them on the basic sciences. "Examples of areas not covered before that will be covered in the new test include genetics, immunology, behavioral sciences, [and] psychiatry," Dr. Casterline said.

Lack of Objectivity

Commenting on A.A.M.C.'s suggestion for testing clinical knowledge, Dr. Casterline said, "I know of no examination or testing device that can do this objectively. Over the years the fallibility of the subjective testing techniques that used to be carried out by medical schools, the National Board of Medical Examiners, and the spe-

Continued on Page 10, Column 3

Academic Freedom at Bir Zeit U. Violated by Military Government, Papers Indicate

By Herbert M. Watzman

JERUSALEM

Documents obtained from officials at Bir Zeit University, an Arab institution on the occupied West Bank of the Jordan River, indicate that the Israeli military government has pursued a policy of interference in the university's administrative and academic operations.

In an attempt to clarify a bitter debate over whether universities in the Israeli-occupied territories enjoy academic freedom, *The Chronicle* requested and obtained what Bir Zeit officials said was documentation of charges of violations of that freedom by the military government.

Evidence of violations was also obtained from members of a committee of professors at the Hebrew University of Jerusalem, which last week published the results of its own investigation of the status of higher education in the occupied territories.

No Violation of Academic Freedom

In response to the charges, Lt. Col. Amir Hasin, a spokesman for the military government, denied that Israeli authorities were violating the academic freedom of the university and defended some of the practices cited by Bir Zeit officials.

The documents provided by the university deal with three issues:

▶ The refusal of the military government to allow the Bir Zeit library to acquire certain Arabic books and periodicals.

▶ The failure of the military government to provide the university with an exemption from customs duties on equipment it imports from abroad—a privilege enjoyed by Israeli universities.

▶ The failure of the military government—in some 30 cases—to answer the university's requests for residence permits for visiting instructors from other countries.

The military government claims the right and responsibility to ban anti-Semitic and anti-Zionist publications that might incite the local population to violence. The sale of a number of periodicals is forbidden in the occupied territories.

In the case of the universities there,

Continued on Page 6, Column 1

Polish Delegates Denied Passports for Student Meeting in Wisconsin

WARSAW

Members of Poland's new independent student union who were invited to attend this week's conference of the United States Student Association in Madison, Wis., have been unable to obtain passports from the Polish government.

One of the would-be delegates, Marcin Gurguleski, a mathematics major at Warsaw Technical University, said he thought the delegation's difficulties were connected with the visit of another delegation from his union to a student meeting in Paris in June.

At the Paris meeting, representatives from 40 countries voted to set up a new international student organization as an alternative to the Communist-dominated International Union of Students, based in Prague.

A meeting of the steering committee for the new organization—the International Student Association—is to be held in September, and the founding members hope to hold their first conference in Warsaw in November.

Mr. Gurguleski said that although the Polish government had officially recognized Poland's independent student union, it apparently was afraid that the union's contacts with student groups from the West could bring it into conflict with Poland's East European neighbors.

—VERA RICH

Academic Freedom at Bir Zeit Violated, Papers Indicate Continued from Page 1

however, the number of banned publications appears to be much larger.

Dani Amit, a consultant to the committee of Hebrew University professors, estimated that some 2,000 books were forbidden to be kept in the universities' libraries.

"The military government will not provide a list of forbidden books," he said. "When the books come in, they decide whether to permit them or not."

More than 1,000 Titles

Mr. Amit said a spokesman for the military government had refused to provide the titles of banned books but that he had been able to put together a list from various other sources in the government.

His list includes more than 1,000 titles.

While some of them are works that might be anti-Semitic or anti-Zionist, others appear from their titles to be textbooks, poetry, and works on nonpolitical subjects.

All of the books on the list are written in Arabic and published in the Arab world.

Earlier, Colonel Hasin, the military spokesman, had offered to provide illustrations of objectionable material from banned books. As a result, *The Chronicle* submitted a list of 10 books taken at random from the titles provided by Professor Amit.

The 10 listed books included works that, from their titles, seemed to be possibly anti-Semitic, such as *The Sons of Israel in the Koran*, published in Beirut, as well as works that seemed to be on neutral subjects, such as *The Scientific Atlas—The World of Animals*.

Colonel Hasin refused to confirm or deny that the apparently neutral books were indeed forbidden at the university.

He also refused to cite objectionable passages unless *The Chronicle* would produce copies of the orders banning the books.

In addition, the colonel declined to confirm definitely that the other, possibly anti-Semitic books were forbidden, and he refused to supply offending passages.

He said it was obvious from the titles and publishers why those books might be banned.

Periodicals Requested

Officials at Bir Zeit also provided a list of 75 magazines and journals from the Arab world to which they said their library wished to subscribe, along with a copy of the military government's refusal of the university's request for permission to receive them.

Many of the periodicals on the list are on the shelves of the library at the Hebrew University of Jerusalem and are available at newsstands on the West Bank.

Colonel Hasin said the request had been refused because the university had planned to order large numbers of each publication and distribute them among students, thus inciting them to demonstrate.

The university denied the charge.

Gabriel Baramke, vice-president of Bir Zeit, said the university had discovered that it was not exempt from the customs duties when an agency that imported equipment told him that material imported for institutions in Israel was exempt.

The customs duties are quite high in Israel. A spokesman at Bir Zeit said the university had paid about $250,000 in import duties in 1980.

When the university inquired into the matter, Mr. Baramke said, it was told first that all institutions paid the duties but later received refunds, and that Bir Zeit was not eligible for a refund because the military government was still drafting a law to deal with the West Bank universities' rights under customs laws.

Colonel Hasin denied that Israeli universities received such an exemption.

However, officials at the Israeli Council for Higher Education confirmed that Israel was party to an international agreement that provides universities with a customs exemption for scientific and research materials that they import.

The failure of the military government to answer requests for residence permits for visiting instructors caused a major inconvenience, according to a university spokesman.

The law requires that the university obtain approval from military authorities before hiring any instructors from outside the occupied territories. The approval includes the granting of a one-year residence permit.

Visa Must Be Renewed

In some cases the permits are granted, and in others refused, the university spokesman said. But in a number of instances, no answer is received at all, he added.

In such cases, the instructor generally comes anyway and receives a one- to three-month visa at the border.

The visa must be renewed, however, in which case the instructor may have to leave the country and recross the border each time the visa expires, the spokesman said.

Colonel Hasin denied that there was a deliberate policy of not answering such requests. Officials at Bir Zeit, however, provided a list of 30 currently employed instructors who still had not received answers to the applications made on their behalf. The officials indicated that follow-up requests had been made in each of the 30 cases.

Colonel Hasin also noted that in cases where no residence permits had been granted, the instructors were still allowed to teach at Bir Zeit, although that procedure was technically illegal.

He said that for citizens of countries with which Israel has diplomatic relations, the renewal of short-term visas was seldom a problem.

The report published by the committee at Hebrew University also criticized the military government for interference in the university's operations.

It accused the government of interfering in the appointment of faculty members, and criticized the periodic closures of the campus as a form of collective punishment after students had been involved in violent demonstrations.

The committee, however, reported that it had found no evidence of interference by the military government in matters of curriculum, budget, or admissions.

Israeli Authorities Praised

It also praised Israeli authorities for allowing the universities to plan their own courses of study and to hire faculty members from Arab countries.

"It is probably true that the universities in the territories are in a better position with regard to academic freedom than many universities in the world," said Mr. Amit. "But the standards for them have to be the standards we have here in Israel."

Public Colleges Gain in South, West

Public higher education in a number of Southern and Western states appears to have benefited handsomely this year from the generally more favorable economic conditions in those parts of the country.

According to preliminary data compiled by M. M. Chambers of Illinois State University, appropriations for the operating expenses of public colleges and universities in seven such states were 30 to 60 per cent higher for 1981-82 than they were for 1979-80. In the latest report from Mr. Chambers, who monitors state appropriations every year, eight states—including seven in the South, West, and Midwest—showed an aggregate increase for public higher education of 17.4 per cent over the previous year's figures.

The combined two-year gain in those states was 31.8 per cent.

Appropriations for a total of 27 states have now been reported by the Illinois researcher for 1981-82.

The data indicate overall gains of 12.5 per cent in the past year and 22.1 per cent in the past two years. The states with the greatest one-year increases—in percentage terms—are North Dakota (43.5 per cent), Texas (30 per cent), Oklahoma (20.1 per cent), and New Mexico (19.7 per cent).

Those with the greatest percentage increases in the past two years are Wyoming (60 per cent), Texas (44.8 per cent), North Dakota (43.5 per cent), Oklahoma (42.3 per cent), New Mexico (36.5 per cent), and Arizona (31.8 per cent). —R.L.J.

FACT–FILE

Higher-Education Appropriations in 27 States

	1979-80	1980-81		1981-82		
	Amount	Amount	1-year change	Amount	1-year change	2-year change
Arizona	$232,707,000	$280,446,000	+20.5%	$306,801,000	+ 9.4%	+31.8%
Arkansas	169,664,000	187,567,000	+10.6%	183,980,000	− 1.9%	+ 8.4%
Connecticut	226,372,000	250,357,000	+10.6%	269,135,000	+ 7.5%	+18.9%
Georgia	385,132,000	431,963,000	+12.2%	498,919,000	+15.5%	+29.5%
Idaho	85,028,000	94,146,000	+10.7%	95,100,000	+ 1.0%	+11.8%
Indiana	411,198,000	459,639,000	+11.8%	482,494,000	+ 5.0%	+17.3%
Kansas	238,839,000	259,859,000	+ 8.8%	278,662,000	+ 7.2%	+16.7%
Kentucky	299,918,000	307,572,000	+ 2.6%	355,291,000	+15.5%	+18.5%
Maryland	323,732,000	367,701,000	+13.6%	385,949,000	+ 5.0%	+19.2%
Michigan	808,320,000	757,770,000	− 6.3%	848,532,000	+12.0%	+ 5.0%
Mississippi	233,738,000	261,282,000	+11.8%	300,524,000	+15.0%	+28.6%
Missouri	314,807,000	353,252,000	+12.2%	352,770,000	− 0.1%	+12.1%
Nebraska	150,940,000	166,155,000	+10.1%	187,190,000	+12.7%	+24.0%
Nevada	56,896,000	62,107,000	+ 9.2%	65,851,000	+ 6.0%	+15.7%
New Mexico	125,731,000	143,316,000	+14.0%	171,576,000	+19.7%	+36.5%
New York	1,543,416,000	1,644,361,000	+ 6.5%	1,855,429,000	+12.8%	+20.2%
North Dakota †	75,660,000	75,660,000	0.0%	108,538,000	+43.5%	+43.5%
Oklahoma	228,827,000	271,180,000	+18.5%	325,553,000	+20.1%	+42.3%
Rhode Island	71,833,000	78,321,000	+ 9.0%	85,257,000	+ 8.9%	+18.7%
South Dakota	49,872,000	51,194,000	+ 2.7%	52,143,000	+ 1.9%	+ 4.6%
Texas	1,315,526,000	1,464,881,000	+11.4%	1,905,008,000	+30.0%	+44.8%
Utah	145,384,000	160,856,000	+10.6%	174,139,000	+ 8.3%	+19.8%
Vermont	27,062,000	30,459,000	+12.6%	33,876,000	+11.2%	+25.2%
Virginia	444,054,000	509,731,000	+14.8%	543,961,000	+ 6.7%	+22.5%
Washington †	467,717,000	467,717,000	0.0%	497,821,000	+ 6.4%	+ 6.4%
West Virginia	158,684,000	169,819,000	+ 7.0%	184,692,000	+ 8.8%	+16.4%
Wyoming	51,664,000	70,504,000	+36.5%	82,644,000	+17.2%	+60.0%
Total	**$6,247,817,000**	**$6,688,185,000**	**+ 7.0%**	**$7,391,541,000**	**+10.5%**	**+18.3%**

† Two-year appropriations are shown divided equally between 1979-80 and 1980-81, although the actual divisions varied.

SOURCE: M. M. CHAMBERS

International Notes

From Canada

■ Canada Provides More Money for Scientific Research

Canada's Natural Sciences and Engineering Research Council has received a supplementary grant of about $20-million for 1981-82 from the Ministry of Science and Technology.

A spokesman at the council said much of the grant would be used to replace obsolete equipment in university laboratories. Before the supplementary grant was announced, the council had planned to cut the equipment-replacement program by about $7-million.

In all, the council will receive about $200-million for 1981-82, up $38-million from 1980-81.

The spokesman said the supplementary grant would enable the council to meet its goals in the second year of a five-year plan to boost research and development in Canada.

■ Nationwide Radio Telescope to Be Studied in Canada

The Canadian Astronomical Society has received $340,000 from the Canadian government to study the feasibility of creating a "Canada-wide" radio telescope.

The society has proposed building a necklace of 30-meter radio-receiving dishes at eight sites across the country. Together, the string of dishes would serve as a nationwide radio telescope that, its proponents say, would enable astronomers to see details in space 1,000 times more sharply than they can now be seen with the best optical telescopes.

Gordon Walker, president of the astronomical society and a professor of astronomy at the University of British Columbia, said the total project would cost about $40-million. Companies involved in satellite technology have estimated that the return from the project could amount to as much as $120-million, he said.

The feasibility study is being financed with a grant awarded jointly by the National Research Council and the Natural Sciences and Engineering Research Council. It will be submitted to the granting agencies next spring, Mr. Walker said.

From Other Countries

■ Record Graduate Enrollments Planned in China

China's universities and research institutes will enroll a record 11,000 graduate students in 1982, most of them in master's-degree programs, according to a government spokesman. Graduate degrees will be offered in agronomy, economics, education, engineering, history, law, literature, medicine, philosophy, and science.

Graduate study was officially closed down during the Cultural Revolution and resumed in 1978, when about 2,200 students were enrolled.

■ Iranian Students Attack Embassy in Vienna

Eight people were wounded in fighting last month between a group of Iranian students and staff members of the Iranian embassy in Austria. The clashes came after about 50 students, apparently protesting last month's presidential elections in Iran, launched an attack on the embassy.

A police spokesman said 37 of the students had been arrested.

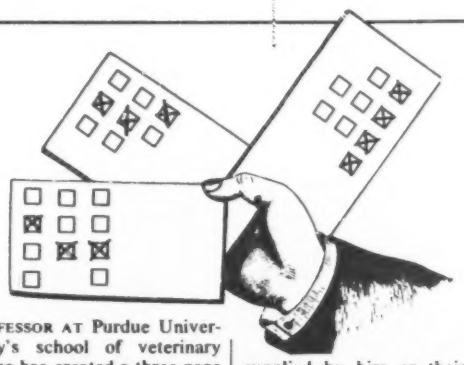
The students reportedly gained entrance to the embassy on the pretense that they had come to cast their votes in the election. Once inside the building, they refused to leave and attacked embassy personnel.

■ OECD Calls for New Policies on Science and Technology

Developed countries are in danger of letting short-term economic problems limit their commitments to increasing "the stock of basic scientific and technological knowledge," the Organization for Economic Cooperation and Development has warned.

In a "declaration on future policies for science and technology," the Cabinet ministers responsible for those fields in the organization's 25 member countries said short-term pressures to control inflation and unemployment could "jeopardize the sources of future economic growth."

They called on governments to "reinforce the research capacity of the universities and other relevant institutions," and to "encourage risk taking in innovation."



A PROFESSOR AT Purdue University's school of veterinary medicine has created a three-page test-answer sheet that makes it possible for students to grade themselves at the conclusion of the exam period, then hand in a copy to the professor while keeping a copy for themselves.

Ronald L. Hullinger, a veterinarian and professor of veterinary anatomy, has used what business-supply stores call a "carbonless" form, which allows the user to make several copies of an original simultaneously, without carbon paper.

In tests in his animal-anatomy class, students write their answers on the forms. After handing in one copy—to provide "ready proof of the integrity of each examinee," as Dr. Hullinger puts it—they grade the original according to answers supplied by him or their classmates.

Then they hand in a graded copy and retain the original for their own reference.

It is a simple idea, with several advantages, according to Dr. Hullinger: For the student, the test form provides immediate "feedback" on information covered in the test and the opportunity for improving his or her "self-assessment" skills. For the instructor, the form offers a quick way to determine how well material is being absorbed and reduces the time spent grading papers.

For more information, contact Ronald L. Hullinger, professor of veterinary anatomy, School of Veterinary Medicine, Purdue University, West Lafayette, Ind. 47907.

IDEAS

STARTING THIS FALL, students at Mount Holyoke College will be required to take one four-credit course "which is devoted primarily to the study of some aspect of Africa, Asia, Latin America, the Middle East, or the non-white peoples of North America, and which incorporates a diversity of perspectives," according to a resolution passed recently by the faculty.

The requirement was initially proposed by some of the college's minority-group students and then made formal by a "committee on the multiracial community," a group of students, faculty members, and administrators working to increase interracial and intercultural understanding and cooperation.

The college's faculty sanctioned the requirement by a two-thirds vote, with members noting that the curriculum already included 58 courses that students could take to satisfy the requirement and that, on the average, 40 per cent of the student body enrolled in at least one of those courses. The development office has applied for grants to pay for creating new courses and for hiring more faculty members from the third world.

"We are dreadfully ill informed about people outside the Western tradition," says Jacqueline Melmich, a member of the committee and professor of music, who explains the thinking behind the requirement in an article in the spring issue of the Mount Holyoke *Alumnae Quarterly*.

"All of us in the music department, for example, are specialists in music of the Western world," she continues. "We need to change that. We need to know about the cultures, aspirations, needs, philosophy, and religions of people from different cultures."

The goal is, in her words, "to make Mount Holyoke a truly multiracial community."

In keeping with that goal, the faculty has also proposed exchange programs with colleges in third-world countries, and the college, which already operates an exchange program with Spelman College, a black institution for women in Georgia, may open similar programs elsewhere in the United States.

For more information, contact Irma L. Rabbino, director of public relations, Mount Holyoke College, South Hadley, Mass. 01075.

FOR THE SECOND YEAR in a row, a series of workshops covering various aspects of professional development will be presented at the beginning of the fall semester *by* faculty members *for* faculty members at Boise State University.

This year's series includes 30 workshops on topics ranging from improving the functioning of committees to teaching students how to be better listeners, improving personal teaching style, and handling emergencies such as heart attacks or epileptic seizures in the classroom.

In addition, there will be a combination seminar and panel discussion aimed at identifying and solving problems that contribute to a lack of understanding between faculty members and administrators. John H. Keiser, Boise State's president, and several vice-presidents and deans will be among the participants.

Last year's program also included exhibitions of publications by faculty members and the university press and displays of books and periodicals about teaching and faculty development.

Workshop organizers say one of the highlights of the series is its low cost. They have spent only $300, most of which went to pay for printing information about the program and for mailing that information to faculty members who are away from the campus over the summer.

For more information, contact Benjamin E. Hambelton, director, Educational Media Services, Boise State University, 1910 University Drive, Boise, Idaho 83725.

By Zoë Ingalls

In Brief Continued from Page 2

mated. The art theft is thought to be the largest ever reported by a museum in the United States, Frank Norick, principal anthropologist at the Lowie Museum, said.

The 330 missing items include American Indian, Japanese, and Chinese objects.

John Hellson, who allegedly posed as a researcher to gain access to the collections, has been sentenced to two years in prison for receiving stolen property in connection with the theft, discovered last April.

■ Wis. Research Set Back 10 Years by 'Pignaping'

Campus police at the University of Wisconsin at Madison suspect that a missing pig, whose genes played an important role in research on lipids, ended up being roasted on a spit at a cookout.

The 100-pound pig was beheaded in its barn on the university campus, a police spokesman said, and its entrails were left on top of an automobile in the Madison suburbs. The carcass itself has not been located, but police have several suspects in the case, the spokesman said.

The pig—the culmination of 10 years' worth of careful breeding—carried a rare combination of genetic information needed for the research on lipids, the fats and fat-like substances that are important components of cells.

■ Radiation Leak at Texas A&M Shuts Reactor for 3 Hours

A small leak of radioactive gas caused the shutdown and evacuation of Texas A&M University's experimental nuclear reactor for about three hours, after which what remained of the rapidly decaying gas was vented into the atmosphere.

According to a spokesman for the university, about 10 microcuries of radiation were released accidentally during an experiment. The reactor building's safety system detected the leak and automatically activated an alarm.

Tests showed that none of the 12 researchers then in the building had been exposed to a harmful level of radiation, the spokesman said.

■ Nassau Vice-President Indicted in Soccer Case

A Nassau Community College vice-president has been indicted on a charge of unlawfully soliciting and collecting a gratuity—said to be $2,200—from the New York Arrows soccer team, which uses a building on the campus for practice.

Lawrence Dell Aquila, associate vice-president and director of the physical-education complex, supervised renovations undertaken for the Arrows, who paid $100,000 for the improvements. The Arrows use the building for three months of the year and the college uses it for the other nine, a spokesman for the institution said.

According to the spokesman, Mr. Dell Aquila has been suspended from his duties as director. He maintains that he received the $2,200 for selling season tickets for the soccer team, the spokesman said.

■ Newspaper Sues Texas A&M for List of Candidates

Texas A&M University may be forced to release the names of 500 people who are being considered for the university's presidency because of a lawsuit filed under the state's Open Records Act.

Among the 500 are candidates who submitted their own names to a search committee and those nominated by others, according to a spokesman for the university.

Texas A&M asked the state attorney general for an opinion on the question after it had received a request for the names from a local newspaper, the spokesman said.

The attorney general said the university could be required to release the names of candidates, but not the list of 34 finalists now before the university's regents. The newspaper then sued the university to win release of that list, but hearings in the case have not yet been held.

■ Pa. Court Upholds Ruling on Part-Timers' Bargaining

The Commonwealth Court of Pennsylvania has upheld a lower-court decision that part-time instructors and visiting lecturers at the Community College of Philadelphia are entitled to bargain collectively.

The college appealed the case last spring after the Court of Common Pleas affirmed an earlier decision by the Pennsylvania Labor Relations Board that part-time and visiting full-time instructors constituted an appropriate unit for bargaining.

The college has not decided whether it will appeal the latest ruling to the state supreme court.

■ Correction

The report on faculty salaries (*The Chronicle*, June 22) included incorrect data for several institutions. The following figures, showing average faculty salaries in hundreds of dollars, correct previously published data for the listed institutions:

	Prof	Asso Prof	Asst Prof	Inst
DISTRICT OF COLUMBIA				
Trinity C, IIA	22.7	18.3	14.7	13.4
GEORGIA				
Augusta C, IIA	28.7	22.6	18.5	15.3
Macon JC, III	—	21.2	18.3	13.7
Wesleyan C, IIB	18.8	15.3	—	—
NEW JERSEY				
Princeton U, I	37.7	24.7	19.1	16.4
NEW YORK				
Canisius C, IIA	26.9	22.5	18.8	—
New York U, I	43.2	30.5	24.6	22.0
Syracuse U, I	31.9	23.4	18.6	14.4
NORTH CAROLINA				
U of N Carolina Chapel Hill, I	37.8	27.0	22.1	18.7
TEXAS				
U of Houston, I	32.4	25.2	19.5	16.3

Medical Schools Continued from Page 1

cialty boards have been pretty well cast aside in favor of multiple-choice tests."

The medical colleges' association said its concern with the education received by students abroad stemmed partially from a report by the General Accounting Office last year.

That report concluded that six foreign medical schools, which enroll the bulk of the U.S. citizens studying abroad, do not provide education in the basic sciences or clinical training comparable to that available in this country.

Another factor, said the association's president, John A. D. Cooper, was "the rapid growth in the numbers of foreign-chartered medical schools having offices in the United States for the purpose of recruiting U.S. nationals and, due to their inadequate clinical resources, ultimately placing their enrollees in U.S. hospitals."

List of 12 Schools

The position paper included a list of 12 foreign medical schools in Mexico and the Caribbean that have offices in the U.S. Ten of the 12 schools have been established since 1970, the association said.

Dr. Casterline agreed that several of those schools made arrangements with hospitals in this country to provide clinical experience for their students before they graduated from medical school.

"The students do return to us for much of their clinical training. So they do have 'hands-on' experience," he said.

The medical colleges' association, however, argued that the faculties of many of the schools "do not participate in the design of these experiences, supervise the quality of these experiences, or monitor the performance of their enrollees in a fashion comparable to U.S. medical schools."

If the commission does not change its policies, the association said it would urge the Accreditation Council for Graduate Medical Education "to seek an alternate agency to certify eligibility for entry into the graduate programs it accredits."

"The right of U.S. citizens to study medicine abroad does not include the right to enter graduate education or practice in the United States," the association added.

Dr. Casterline said the commission's board of trustees would consider the medical colleges' statement at its next meeting, to be held September 11 and 12.

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THE CHRONICLE
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ISSN 0009-5982

September 2, 1981 • $1.25
Volume XXIII, Number 1

News Summary

Articles on inside pages

College athletics could be altered dramatically if big-time football powers accept a new TV contract in defiance of the National Collegiate Athletic Association. Story on Page 6.

Structural changes designed to end factional disputes were approved at a meeting of the United States Student Association. Story on Page 5.

The new tax law may encourage small gifts to colleges but discourage big ones. Story on Page 19.

Proposals to downgrade the Department of Education are expected to provoke a showdown between educators and the Reagan Administration. Story on Page 19.

The Pentagon plans a fellowship program to attract doctoral students to defense-related fields. Story on Page 19.

Faculty members at Duke University are divided over a proposal to build Richard Nixon's Presidential library there. Story on Page 9.

Student procrastinators may be scared or rebellious rather than lazy, according to a study by two psychologists. Story on Page 10.

The law school at Oral Roberts University, despite admitted religious discrimination, has been provisionally accredited by the American Bar Association. Story on Page 8.

Women's corsets and detective fiction are among the diversity of topics covered by scholarly books to be published this fall. Story on Page 27.

Archaeologists are embroiled in a bitter dispute with Orthodox Jews over a dig near the walls of the Old City of Jerusalem. Story on Page 25.

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Administration Moves to Ease Federal Anti-Bias Regulations

Critics charge that White House efforts will weaken affirmative action

By Cheryl M. Fields

WASHINGTON

The Reagan Administration has moved on several fronts to modify—its critics say significantly weaken—civil-rights and affirmative-action requirements affecting women, members of minority groups, and the handicapped.

In the past few weeks:

▶ The Department of Labor has published new rules for enforcing an executive order that bars recipients of federal contracts from discriminating against women and members of minority groups. The rules would require fewer employers to file affirmative-action plans and subject them to fewer reviews of how well they are complying with the executive order. One estimate is that 80 per cent of the colleges that had to file plans in 1980 will not have to do so under the new rules.

▶ The Department of Education has asked the Justice Department to approve a new interpretation of Title IX of the Education Amendments of 1972. The interpretation would state that the anti-sex-bias law does not cover discrimination against female employees of educational institutions, only bias against students. Past Administrations had contended that bias in employment was covered.

▶ The Presidential Task Force on Regulatory Relief, headed by Vice-President Bush, announced that regulations issued to enforce Title IX in intercollegiate athletics would be subjected to "in-depth reconsideration" as part of its effort to reduce the number of government rules that educational institutions, businesses, and other employers must comply with

▶ Mr. Bush also said his group would review several other regulations, including those drafted to enforce Section 504 of the Rehabilitation Act of 1973, which bars bias against handicapped people in "any program or activity receiving federal financial assistance"; guidelines on sexual harassment issued by the Equal Employment Opportunity Commission; and uniform guidelines adopted by several federal agencies requiring employers to determine the fairness of employee-selection procedures.

In a recent news conference, William B. Reynolds, Assistant Attorney General for civil rights, said that in cases of employment discrimination, his primary concern was to provide remedies for people who had proved that they had been discriminated against.

He did not say what specific changes might be made in federal policies for enforcing fair-employment laws, but he indicated the government would seek remedies other than hiring goals and quotas.

Among the specific areas in which the Administration has acted are:

▶ **Executive Order 11246.** The Labor Department's proposals to liberalize affirmative-action requirements for recipients of federal contracts were designed, officials said, to increase the agency's efficiency and cut costs and paperwork for employers, without damaging equal employment opportunity.

Under the proposed changes, employers would not have to submit a written affirmative-action document outlining plans to hire and promote more women and members of minority groups unless they had a federal contract of $1-million or more. The current trigger is a $50,000 contract.

The proposals would drop requirements that federal contractors submit an annual summary of their affirmative-action plans to the government and that compliance reviews be conducted before federal contracts can be awarded.

The proposals also would exempt employers from reviews for five years after they have had such a review. However, spokesmen said the Department of Labor would retain authority to investigate complaints made by employees during the five-year period.

The Women's Equity Action League, which has filed hundreds of complaints against colleges and universities under the executive order, has attacked the Labor

Continued on Page 21, Column 1

Students Scramble to Arrange Loans Before Rules Change

After Oct. 1, middle-income families will find it harder to qualify for aid

By Janet Hook

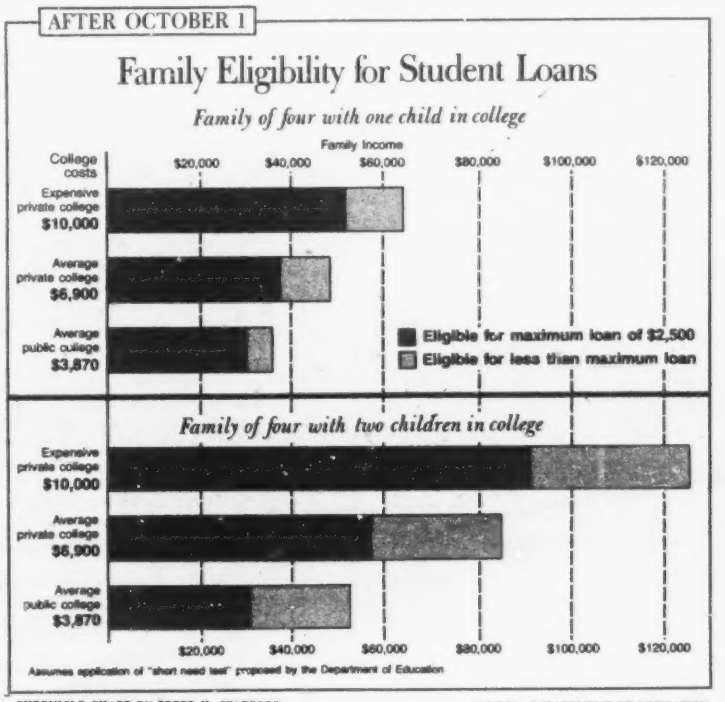
WASHINGTON

Just as college students are making final arrangements for financing their education this fall, federal officials are putting the finishing touches on guidelines that will make it harder for those from middle- and upper-income families to get a government-subsidized loan in the future.

College and university financial-aid officers expect most Guaranteed Student Loans for academic 1981-82 to be made before the new restrictions on borrowing go into effect.

However, students who apply for loans later this year will feel the effects of a sweeping federal-budget-cutting measure that includes provisions designed to prevent

Continued on Page 20, Column 1


AFTER OCTOBER 1
Family Eligibility for Student Loans
Family of four with one child in college
Family Income
College costs
$20,000
$40,000
$60,000
$80,000
$100,000
$120,000
Expensive private college $10,000
Average private college $6,900
Average public college $3,870
Eligible for maximum loan of $2,500
Eligible for less than maximum loan
Family of four with two children in college
Expensive private college $10,000
Average private college $6,900
Average public college $3,870
Assumes application of "short need test" proposed by the Department of Education
CHRONICLE CHART BY PETER H. STAFFORD
SOURCE: DEPARTMENT OF EDUCATION

University Scientists Buoyed by Voyager 2 Triumph

PASADENA, CAL.

As the Voyager 2 spacecraft passed within 101,000 kilometers of Saturn's clouded atmosphere last week, astronomers and physicists from universities across the country gathered here to examine data from the closest view ever recorded of the ringed planet.

"It's enormously exciting for me to see something close up that has been so difficult to see" with ground-based telescopes, said Bradford A. Smith, associate professor of planetary sciences at the University of Arizona, who heads the team of scientists that analyzes the photographs transmitted to Earth by Voyager 2.

Mr. Smith said the recent photographs had revealed "thousands" of rings around Saturn, surprising scientists who believed that more rings than the approximately one thousand photographed by Voyager 1 last November would never be found. Before Voyager 1's encounter with Saturn, he added, scientists believed the planet was encircled by about a hundred rings.

The second look at Saturn also revealed to astronomers more detail and information about the planet's many moons, particularly Iapetus, the second outermost moon.

Edward C. Stone, professor of physics at the California Institute of Technology and project scientist for the Voyager mission, said measurements of the density of Iapetus had shown that the darkened moon is composed mainly of water ice and not rock, as was previously thought.

WIDE WORLD

This photograph of Saturn's rings was taken by Voyager 2 last week from a distance of 2.7 million kilometers.

He said the spacecraft would also give scientists an unhindered view of Titan, the planet's largest satellite, as it travels through the solar wind, and a more precise measurement of the temperatures within Saturn's atmosphere.

Photographs of other moons revealed an oddly shaped body called Hyperion, which Mr. Smith said looked like a "thick hamburger patty," and a crater on the moon Tethys that spanned a third of its surface. Mr. Smith described the 300-mile-wide crater as the largest that his team, which includes the Cornell University astronomy professor Carl Sagan, had found on any of Saturn's 17 moons.

Other scientists from the University of California, Harvard University, the Johns Hopkins University, the Massachusetts Institute of Technology, and Stanford University, meanwhile, were examining radio signals from the planet and the electrical charges emitted by material in the rings to gain further information about Saturn's atmosphere and rings.

When the spacecraft passed through the rings, scientists from the University of Colorado measured the interruption of starlight by ring particles to collect the most precise information yet obtained on the number of ringlets, their densities and widths, and the widths of the gaps between them.

"We have not before seen the rings or the satellites as closely," said Mr. Stone of Caltech.

Scientists expect Voyager 2 to take approximately 17,500 photographs of Saturn and its moons, before it travels to the edge of the solar system, passing Uranus in early 1986 and Neptune in mid-1989. The spacecraft is designed to continue to relay information to the Jet Propulsion Laboratory here, which is administered by Caltech for the National Aeronautics and Space Administration.

—KIM MC DONALD

of Congress after refusing to answer a question about the date and place of his birth and was later found by the university to be in violation of a Pennsylvania loyalty statute.

He has since taught at Beaver College, the University of Pennsylvania, and Montgomery County Community College.

Temple will pay Mr. Dunham a small stipend, a university spokesman said.

■ Mississippi U. for Women Admits First Male Student

For the first time in its 97 years, Mississippi University for Women has admitted a male student.

A federal judge ordered the university to enroll Joe Hogan in its nursing program this semester—more than a year after he first sued the university to gain admission. The institution, the country's only state university exclusively for women, plans to appeal the ruling to the U.S. Supreme Court, a spokesman said.

Mr. Hogan, who lives in Columbus, where the university is located, said in his lawsuit that attending a nursing program at any other state university would cause unnecessary hardship, forcing him to give up his job at a Columbus hospital and to move his family from the city.

■ Brookhaven Lab Director Quits to Resume Research

George H. Vineyard has resigned as director of Brookhaven National Laboratory in Long Island.

Mr. Vineyard told trustees of Associated Universities Inc., the consortium of East Coast universities that operates Brookhaven, that he was resigning because he wanted to return to research.

Mr. Vineyard's resignation comes at a time when budget cuts and developmental difficulties threaten completion of a $500-million research accelerator planned for Brookhaven.

An article in *Science* magazine quotes President Reagan's science adviser, George A. Keyworth, II, as saying, "We still don't know the best way to build the accelerator, and the cost is rising very rapidly."

A spokesman for the laboratory said Mr. Vineyard had agreed to continue as Brookhaven's director until the end of the year.

■ Collegiate Hockey Seeks Financial Aid From NHL

The American Hockey Coaches Association is searching for a way to allow the collegiate sport to receive financial support from the professional National Hockey League.

The association has formed a committee of coaches and administrators who hope to complete a formal proposal this month. It will outline how the professional league might subsidize the development of college hockey "without compromising our principles of amateurism," said Notre Dame Coach Lefty Smith, 1980-81 president of the association.

The plan will be presented to the N.H.L. and to the National Collegiate Athletic Association, which now prohibits college teams from accepting direct contributions from professional groups.

■ Florida State Asks Pledge from Sex-Course Instructors

Florida State University has asked instructors in its student-run Center for Participant Education to sign a statement promising not to promote sexual relations between people not married to one another.

The requirement was adopted because of a measure added by the legislature to this year's appropriations bill that would deny state funds to any college or university that recognized or assisted groups that advocate sexual relations outside of marriage.

Florida's commissioner of education, Ralph Turlington, has filed a lawsuit challenging the provision's constitutionality.

■ Ex-Player, 4 Others Indicted in Basketball Scandal

A federal grand jury has indicted a former Boston College basketball player and four other men on charges of conspiring to fix basketball games during the 1978-79 season.

Rick Kuhn, a reserve forward who left the college in 1979 without graduating, was charged with accepting bribes to shave points in six games. The other four men named in the indictment were not associated with the college.

The charges, which include conspiracy to engage in racketeering, conspiracy to commit sports bribery, and interstate travel in aid of racketeering, could result in penalties of up to 30 years' imprisonment and $45,000 in fines for each defendant.

A trial is scheduled to begin September 23 in district court in New York City.

■ General Motors Examining Future of GM Institute

General Motors Corporation, seeking ways to reduce costs, is reconsidering its ownership of General Motors Institute, a 2,220-student, fully accredited college that trains engineers and managers for the company. G.M. last year contributed about $16-million to the institute's $20-million budget, a spokesman for the institute said.

Students, who study for 12 weeks and then work 12 weeks for the corporation, pay an annual tuition of $1,400 while they are earning up to $8,000 a year as G.M. employees.

The spokesman said the corporation was considering giving the institute more autonomy, among other options.

The institute has 143 faculty members, and two-thirds of its working alumni are still employed by G.M.

■ Corrections

▶ An article and an accompanying Fact-File on higher-education appropriations in 27 states (*The Chronicle*, August 3) contained some incorrect figures. The correct figures, for total appropriations in the 27 states, are $8,642,721,000 for 1979-80, $9,377,815,000 for 1980-81 (an increase of 8.5 per cent), and $10,631,835,000 for 1981-82 (a one-year increase of 13.4 per cent and a two-year gain of 23.0 per cent).

▶ Corrections of the report on faculty salaries were published in the August 3 issue of *The Chronicle* and contained incorrect data for New York University. The figures supplied to *The Chronicle* by Maryse Eymonerie Associates were for average faculty *compensation*, including salaries and fringe benefits, not for salaries alone.

Following are the correct figures, in thousands of dollars, for average faculty salaries.

	Asso Prof	Asst Prof	Prof	Inst
NEW YORK				
New York U, I	38.5	26.8	21.5	19.2

Notes on . . . Radio & TV

Edward J. Pfister, president of the Public Communication Foundation for North Texas, has been chosen to succeed Robben W. Fleming as president of the Corporation for Public Broadcasting.

Although Mr. Pfister's appointment will not be formally approved until a meeting of the C.P.B.'s board this month, the corporation announced his selection in August. He has been president of the Texas foundation, which operates public radio and public television stations in Dallas and Fort Worth, since 1976.

A former high-school teacher of English and Latin, Mr. Pfister also has worked as a newspaper reporter. From 1973 through 1975, he was executive assistant to the chairman of the board of the Public Broadcasting Service.

Mr. Fleming, a former president of the University of Michigan, announced last winter that he intended to retire by the end of 1981.

Mr. Pfister is expected to take over the presidency as soon as his appointment is approved, but Mr. Fleming will continue to work with the corporation in the development of college-level courses financed with a $150-million gift from Walter H. Annenberg.

■

Mr. Fleming said last month that the corporation planned this fall to outline how colleges and universities may apply for grants from the corporation for projects that demonstrate new uses of educational technology.

Speaking at a joint meeting of the Council of Chief State School Officers and the State Higher Education Executive Officers, he said the Annenberg grant, which provides $10-million a year over a 15-year period, would be used, in part, to "co-finance proposals for using technology in education for undergraduates, generally, but not exclusively, for credit."

■

A government proposal to cut 58 hours per week and programs in seven languages from the British Broadcasting Corporation's overseas service has generated intense controversy in Great Britain.

As part of Prime Minister Margaret Thatcher's austerity program, the government wants to eliminate such languages as Burmese, Italian, Maltese, and Somali from the widely respected overseas broadcasts. At present, the service offers 719 hours of programs a week in 39 languages.

The House of Lords has voted against the cuts, and the letters pages of London newspapers have been filled with criticism of the government's proposal.

■

Private support for public radio stations rose sharply in fiscal 1979, according to a report released last month by the Corporation for Public Broadcasting.

In that year, the report indicated, the stations' income from subscriptions rose 34.3 per cent over the amount received in fiscal 1978 to a total of $9.7-million, or 15.5 per cent of total income, a spokesman for the corporation said.

Since 1970, he added, the number of subscribers increased twelvefold and the number of private contributions tenfold.

The five stations with the largest incomes from subscriptions in 1979 were WGBH-FM in Boston, KSJN-FM in Minneapolis, WETA-FM in Washington, KPFA-FM in Berkeley, Cal., and KQED-FM in San Francisco.

—MALCOLM G. SCULLY

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AMERICAN COUNCIL ON EDUCATION
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Tuition Rates Jump 13 to 16 Pct. at 4-Year Colleges, Survey Finds

NEW YORK

Average tuition rates reported for public four-year colleges and universities have gone up 16 per cent in the past year—four times the increase reported a year ago.

At private four-year institutions, average tuition rates this fall are up 13 per cent, compared with 12 per cent a year ago.

The averages were reported this week by the College Scholarship Service, the financial-aid division of the College Board. The survey data were collected from 1,160 four-year colleges and universities and more than 1,500 two-year and proprietary institutions.

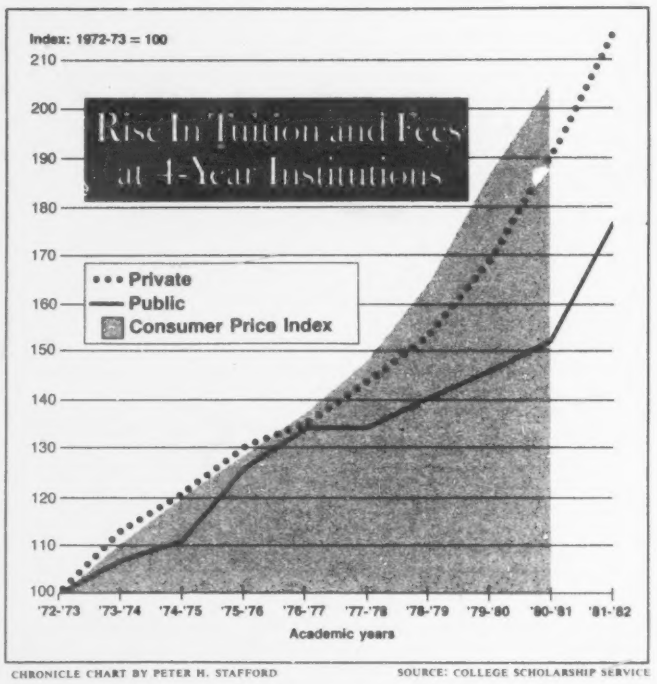
With a few exceptions, the survey data do not reflect tuition increases announced since last May. In a number of states, public institutions have raised tuition since then, following appropriations by the legislature that were lower than the institutions had anticipated.

As a consequence, actual tuition rates at public colleges and universities may have increased by significantly more than the 16 per cent indicated by the College Board survey.

In Ohio, for example, an interim budget, giving state colleges and universities less money this fall than they received from the state two years ago, was not announced until July 1, and last week boards of some Ohio institutions still had not determined the amount of their tuition increases for the fall term.

At Miami University, undergraduate instructional fees this fall are 41 per cent higher than they were a year ago. At the Ohio State University, the increase is 27 per cent.

Although the College Scholarship Service survey probably understates the increases for public four-year institutions, its figures still represent the largest increase—by far—in at least a decade.



CHRONICLE CHART BY PETER H. STAFFORD SOURCE: COLLEGE SCHOLARSHIP SERVICE

Average Increases Trail Inflation

The average yearly increase in tuition rates at public four-year institutions in the past 10 years has been 6.5 per cent. The private four-year institutions have raised their tuition rates an average of 8.5 per cent per year since 1971-72.

The College Scholarship Service noted that the increases in tuition rates of both private and public institutions in recent years compared favorably with the inflation rate as measured by the Labor Department's Consumer Price Index.

In the eight years since 1972-73, the Consumer Price Index has risen 105 per cent, while average tuition rates have risen 52 per cent at public four-year institutions and 90 per cent at private four-year institutions.

The average tuition rates for 1981-82 will bring the increases since 1972-73 to 115 per cent for private four-year institutions and to 76 per cent for public four-year institutions. How the latest tuition increases will compare with the 1981-82 inflation rate will not be known until next summer.

For private four-year institutions, the survey shows that tuition and fees for the 1981-82 academic year average $3,709, up from last year's $3,279.

Tuition and fees for public four-year institutions this year average $819, up from last year's $706.

For public two-year institutions, this year's average tuition rate is $469, up slightly from last year's $464. At private two-year institutions, the average this year is $2,632, an increase of 26 per cent over last year's $2,079.

The College Scholarship Service reported that total student expenses for students living on campus had risen about 13 per cent in the past year at both private and public institutions. The total costs include tuition and fees, room and board, books and supplies, transportation, and personal expenses.

Although tuition and fees generally are substantially lower at public institutions than at private ones, the other student costs are about the same on both types of campus. The average total cost at private four-year institutions this year, the survey found, is $6,885, up from last year's average of $6,082. At public four-year institutions, the average total cost this year is $3,873, up from last year's $3,409.

This year's average cost, excluding tuition and fees, is $3,176 at private four-year institutions and $3,054 at public four-year institutions.

Average total cost for resident students at two-year public colleges this year is $3,230, compared with last year's $3,123. At private two-year institutions, the average total cost for resident students this year is $5,604, compared with $4,592 last year.

For commuter students, the College Scholarship Service survey found, the total cost is $3,150 at public four-year institutions, $5,999 at private four-year institutions, $2,829 at public two-year institutions, and $4,717 at private two-year institutions.

—JACK MAGARRELL

Slight Enrollment Decline Seen for Private Institutions this Fall

WASHINGTON

A small overall decrease in enrollment this fall is projected by private colleges and universities, according to the National Institute of Independent Colleges and Universities.

A survey by the institute indicated a drop of 2.2 per cent in the number of first-year students, causing total enrollment to decline by 0.6 per cent. The organization attributed the decline to reduced federal support of student financial-aid programs.

Although private colleges and universities have received more applications for admission to this fall's freshman classes, the institute said, survey findings suggest that "the uncertainty of federal student assistance has led entering freshmen to either apply to more colleges or to put off making a decision to enroll at college this fall."

"The heaviest projected enrollment losses are occurring in the mid-Atlantic and Northeast regions, where cuts in student-aid programs, along with higher tuition, are causing higher levels of expected family contributions to cover ever-increasing student expenses," the institute said.

The survey indicated a projected decline of 6.6 per cent in the number of new freshmen at private institutions in the mid-Atlantic states this fall and a decline of 3.6 per cent in the number of such students in the Northeast. Projected freshman enrollment was down 4.6 per cent in the West, but the survey collected no comparable data on college costs in that region.

In the South and North Central regions, where parents, on the average, are expected to contribute less toward students' college costs, projected first-year enrollments were up, the institute said—2.5 per cent in the North Central region and 1.3 per cent in the South.

By type of institution, projected fall enrollment of first-year students was down 6 per cent at private institutions granting doctorates, down 4.4 per cent at private comprehensive institutions, up 1.1 per cent at private liberal-arts colleges, down 0.3 per cent at private two-year colleges, and down 1.7 per cent at private professional and specialized institutions.

The survey was directed by Virginia Hodgkinson, executive director of the National Institute of Independent Colleges and Universities, and was based on data obtained from admissions officers at 581 private institutions. The projections were for the number of people enrolled, without regard to full-time or part-time status.

—JACK MAGARRELL

FACT–FILE

Tuition and Fees at More than 2,700 Colleges

The Increase in College Costs Since 1973-74

	Resident students									Commuter students								
	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1973-74	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82
Public institutions																		
Two-year																		
Tuition and fees	$ 251	$ 287	$ 301	$ 389	$ 389	$ 408	$ 389	$ 464	$ 469	$ 251	$ 287	$ 301	$ 387	$ 389	$ 408	$ 389	$ 464	$ 469
Total costs	2,024	2,153	2,411	2,454	2,550	2,666	2,760	3,123	3,230	1,665	1,922	2,058	2,223	2,314	2,426	2,506	2,753	$2,829
Four-year																		
Tuition and fees	$ 498	$ 541	$ 578	$ 621	$ 621	$ 651	$ 680	$ 706	$ 819	$ 498	$ 541	$ 578	$ 621	$ 621	$ 651	$ 680	$ 706	$ 819
Total costs	2,242	2,400	2,679	2,790	2,906	3,054	3,258	3,409	3,873	1,775	2,085	2,266	2,448	2,486	2,604	2,735	2,876	3,150
Private institutions																		
Two-year																		
Tuition and fees	$1,389	$1,578	$1,652	$1,740	$1,812	$1,930	$2,043	$2,079	$2,632	$1,389	$1,578	$1,652	$1,740	$1,812	$1,930	$2,043	$1,960	$2,632
Total costs	3,194	3,617	3,690	3,907	4,015	4,264	4,552	4,592	5,604	2,583	3,287	3,421	3,595	3,680	3,922	4,194	4,039	4,717
Four-year																		
Tuition and fees	$1,942	$2,080	$2,240	$2,329	$2,476	$2,647	$2,923	$3,279	$3,709	$1,942	$2,080	$2,240	$2,329	$2,476	$2,647	$2,923	$3,279	$3,709
Total costs	3,693	4,039	4,391	4,568	4,811	5,110	5,526	6,082	6,885	3,162	3,683	3,950	4,141	4,331	4,577	4,977	5,383	5,999

SOURCE: COLLEGE SCHOLARSHIP SERVICE

Following are the tuition and fees charged at more than 2,700 colleges, universities, and other postsecondary institutions for the 1980-81 and 1981-82 academic years, including additional tuition that many institutions charge to out-of-state students.

The figures were compiled by the College Scholarship Service, the financial-aid division of the College Board.

A blank space indicates that an institution will have no such charge. An asterisk (*) indicates that current figures are not available. Institutions that did not report tuition and fees for 1981-82 have been omitted.

Copies of the College Scholarship Service's complete report, *The College Cost Book, 1981-82*, can be ordered, at $8.95 each, from College Board Publication Orders, Dept. C-91, Box 2815, Princeton, N.J. 08541.

	1980-81	1981-82	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
ALABAMA			
Alabama Ag & Mech U	598	618	280
Alabama Christian C	1,871	2,000	
Alabama Lutheran Jr C	1,750	1,975	
Alabama St U	525	525	345
Atmore St Tech Inst	*	305	
Booker T Wash Bus C	1,747	1,747	
Brewer St JC	300	300	
Carver St Tech C	*	410	
Chattahoochee Vly CC	320	303	300
Enterprise St JC	*	300	300
Gadsden Bus C	2,495	2,495	
Geo C Wallace St CC Selma	*	301	
Harry M Ayers St Tech	*	405	
Huntingdon C	2,250	2,550	
Jacksonville St U	600	600	
Jefferson St JC	300	300	300
JC Calhoun St CC	300	300	300
Judson C	1,760	2,190	
Livingston U	648	725	
Lurl B Wallace St JC	300	300	300
Marion Milit Inst	3,127	3,450	
Miles C	*	2,300	
Northeast Ala St JC	300	300	
Opelika St Tech C	400	400	400
Patrick Henry St JC	*	300	300
S.D. Bishop St JC	*	302	300
Samford U	*	2,834	96
Selma U	1,492	3,285	
Snead St JC	300	300	300
So Union St JC	300	300	300
Troy St U	630	690	300
Dothan-Fort Rucker	600	600	
Montgomery	810	855	
U of Alabama	765	994	1,125
Birmingham	795	1,065	1,026
U of North Alabama	680	750	
U of South Alabama	930	1,029	300
Walker C	924	1,049	
Wallace St CC, Hanceville	*	300	300
ALASKA			
Alaska Bible C	1,030	1,030	
Alaska Pacific U	2,250	2,500	
Sheldon Jackson C	2,650	2,650	
U of Alaska			
Anchorage	678	452	780
Juneau	*	425	636
Kenai Peninsula CC	*	440	1,220
Northwest CC	*	615	1,612
ARIZONA			
Arizona Automotive Inst	3,450	3,950	
Arizona St U	600	650	2,300
Arizona Western C	200	310	1,790
ARIZONA—Continued			
Central Ariz C	192	288	1,992
C of Ganado	1,415	740	
DeVry Inst of Tech	2,425	2,740	
Embry-Riddle Aero U Prescott	2,400	2,630	
Grand Canyon C	1,952	2,294	
Lamson C	*	2,400	
Mohave CC	120	120	2,040
Navajo CC	1,230	2,400	
Northern Arizona U	600	650	1,850
Phoenix C	100	172	1,950
Pima CC	140	308	1,752
Prescott Ctr C	2,950	3,200	
Ron Bailie Sch of Brdcst	1,900	4,500	
Scottsdale CC	100	172	1,950
Swestern Bapt Bible C	1,540	1,964	
U of Arizona	600	650	2,300
Yavapai C	184	310	2,280
ARKANSAS			
Arkansas C	2,150	2,950	
Arkansas St U	600	660	390
Beebe Branch	440	440	220
Arkansas Tech U	630	720	864
Black Riv V-T Sch	120	120	
Capital City JC	*	1,874	
C of the Ozarks	1,120	1,120	
East Ark CC	400	400	572
Garland Co CC	280	360	336
Harding U	2,203	2,460	
Henderson St U	600	640	600
Hendrix C	2,450	2,700	
John Brown U	2,100	2,300	
Miss Co CC	288	360	312
Ozarka V-T Sch	*	120	
Phillips Co CC	348	350	300
South Ctrl Career C	*	2,990	
Southern Ark U	600	690	390
El Dorado Branch	456	504	204
Twin Lakes V-T Sch	*	120	
U of Arkansas	600	720	1,030
Little Rock	600	600	830
Monticello	600	600	830
U of Central Arkansas	620	710	710
Westark CC	340	410	610
CALIFORNIA			
Alameda Beauty C	2,000	2,000	
Alhambra Bty C	*	1,800	
Allan Hancock C			1,680
Ambassador C	1,350	1,403	
American Acad Dramatic Arts West	2,475	2,475	
American River C			2,190
Andon C		2,950	
Antelope Valley C		5	1,980
Art Ctr C of Design	3,350	3,580	
Azusa Pacific C	3,483	3,632	
Bethany Bible C	2,358	2,481	
Biola C	3,216	3,544	
Brooks C	3,380	3,580	
Bryman Sch	2,795	3,095	
Butte C	40	48	2,520
Cabrillo C	28	32	2,370
Cal Baptist C	2,795	2,862	
Cal Christian C	1,060	2,140	
Cal C of Arts & Crafts	3,790	4,260	
Cal Inst of Arts	4,280	5,003	
Cal Inst of Tech	5,269	5,269	
California Lutheran C	3,400	4,000	
Cal Maritime Academy	886	972	1,455
Cal Polytech St U San Luis Obispo	234	277	2,835
Cal Sch of Court Reporting	*	1,610	
California St C Bakersfield	184	213	2,835
San Bernardino	201	241	2,835
Stanislaus	200	245	2,835
California St Poly U Pomona	*	254	2,835
California St U Chico	225	250	2,835
Dominguez Hills	210	259	2,835
Fresno	220	272	2,835
Fullerton	216	265	2,835
Hayward	201	245	2,835
Long Beach	206	250	2,835
Los Angeles	204	240	2,835
Northridge	200	265	2,835
Sacramento	200	245	2,835
CALIFORNIA—Continued			
Castro Vly Beauty Acad	1,875	1,875	
Cerritos CC	16	16	2,040
Cerro Coso CC		10	2,204
Chabot C			2,250
Chaffey C	276	276	2,196
Chapman C	3,790	4,970	
Christ C Irvine	*	2,790	
Christ Heritage C	2,150	2,750	
Citrus C	46	46	2,160
City C of San Fran			2,160
Claremont Men's C	5,502	6,400	
Coastline CC			2,190
Cogswell C	2,400	2,700	
C of Alameda			2,340
C of the Canyons			2,200
C of the Ctr for Erly Ed	2,100	1,700	
C of Notre Dame	3,200	3,700	
C of the Redwoods			2,160
C of the Sequoias	10	20	2,040
C of the Siskiyous	15	30	2,130
Columbia C	7	9	2,385
Commercial Diving Ctr	3,739	4,100	
Common College	3,500	4,000	
Compton Comm C	20	20	2,130
Condie C	2,390	2,788	
Consumnes River C			2,160
Crafton Hills C			2,190
Criss C of Bus Anaheim	2,695	2,695	
Cuesta C			2,250
Cuyamaca C	650	36	2,160
Cypress C	10	10	2,280
DeLoux Sch, Cosmet	*	2,325	
Dominican C	3,280	3,950	
Don Bosco Tech Inst	1,400	1,650	
Don's Beauty Sch, San Mateo	1,300	1,650	
D-Q University	1,960	2,540	
El Camino C	*	10	2,190
Evergreen Valley C	10	10	2,400
Fairfield Bty Acad	*	1,860	
Feather River C	20	10	2,280
Federico's C of Hairstyling Lake Tahoe	*	2,800	
Southgate	*	2,700	
Foothill C		24	2,385
Fresno City C			2,213
Fresno Pacific C	3,030	3,600	
Fullerton C	10	10	2,280
Galen C of Med & Dental Assts	1,785	1,985	
Gavilan CC	18	18	2,475
Glendale CC	10	10	1,656
Golden Gate U	2,148	2,310	
Golden West C		10	2,190
Grossmont Adult Health Occup Sch	164	164	
Grossmont CC			1,848
Hartnell C		5	2,400
Harvey Mudd C	5,510	6,380	
Heald's Kelsey-Jenney C	*	2,905	
Holy Names C	3,300	3,870	
Humboldt St U	210	264	2,835
Imperial Valley C	40	40	2,070
JF Kennedy U	2,456	2,476	
Kings River CC	*	10	2,203
Lake Tahoe CC	45	45	3,105
Lakewood Bty C	1,250	1,250	
La Puente Vly Voc Ctr	*	70	
Lassen C	10	20	2,170
Life Bible C	1,200	1,300	
Lincoln U	2,500	2,770	
Loma Linda U	4,125	4,725	
Long Beach Cty C	*	*	2,190
Los Angeles Baptist C	2,700	3,000	
Los Angeles Beauty C	*	2,650	
LA City C		*	2,790
Los Angeles Mission C			2,790
Los Angeles Pierce C	*		2,790
LA Trade & Tech C	*		2,790
Los Angeles Valley C			2,790
Loyola Marymount U	4,045	4,526	
Marymt Palos Verdes C	2,960	3,365	
Melodylnd Sch of Theology	2,080	2,300	
Mendocino C			2,580
Menlo C	4,770	5,350	
Merced C	24	26	1,860
Merritt C	2	2	2,280
Mills C	4,300	5,550	
Mira Costa C	20	22	2,200
Mission C	8	8	2,190
Monterey Acad of Hair Design	*	2,200	
CALIFORNIA—Continued			
Monterey Inst of Internat'l Studies	3,800	4,659	
Monterey Peninsula C	40	40	2,190
Moorpark C	10	10	2,280
Mount San Antonio C	24	24	2,484
Mount San Jacinto C	15	15	2,400
Mt St Mary's C	3,520	4,010	
Mr Dominic's Sch of Hair Design	1,400	1,800	
MTI Western Bus C Sacramento	1,850	1,975	
Napa Beauty C	*	2,220	
Napa C	*		2,205
National U	3,080	2,880	
New C of Cal	2,425	2,700	
Northrop U	2,952	4,770	
Occidental C	5,085	6,284	
Ohlone C			2,340
Oxnard C		30	2,280
Pacific Christian C	2,448	2,652	
Pacific Oaks C	2,900	3,900	
Pacific Travel Sch	2,495	2,495	
Pacific Union C	4,125	4,725	
Palo Verde C	*		1,180
Palomar CC	30	30	2,190
Pasadena City C	10	10	2,250
Patten C	1,630	1,790	
Pepperdine U Los Angeles	4,035	5,000	
Malibu	5,088	6,256	
Pitzer C	5,460	6,560	
Point Loma C	3,120	3,265	
Pomona C	5,520	6,294	
Porterville C	25	25	2,160
Practical Schools	3,000	3,000	
Rio Hondo	40	40	2,190
Riverside City C	8	6	2,160
Ron Bailie S of Brdcst San Jose	*	4,500	
Rosston Sch of Men's Hair Des	1,445	1,650	
Saddleback CC			1,980
San Bernardino Valley C	8	8	2,190
San Diego Mesa C	*	4	2,160
San Diego St U	202	232	2,835
San Francisco C of Mortuary Science	1,625	1,519	
San Fran Cons of Mus	4,135	4,635	
San Francisco St U	212	265	2,835
San Joaquin Delta C	10	10	2,190
San Jose City C	*	10	2,400
San Jose St U	240	269	2,835
Santa Ana C	5	5	2,130
Santa Barbara Cty C	5	5	2,190
Santa Monica C			2,160
Sawyer C of Business Santa Clara	2,000	2,400	
Scripps C	5,250	6,285	
Sierra C	10	10	2,520
Simpson C	2,150	2,600	
Skadron C	2,530	2,700	
Solano CC			1,950
Sonoma St U	194	268	2,835
Southern Cal C	2,000	2,802	
S Cal C of Med and Dent Careers	2,595	2,995	
Southwestern C	*	30	2,160
St John's C	*	2,400	
St Luke's Sch of Nursing	*	2,700	
St Mary's C of Cal	3,922	4,471	
Stanford U	6,285	7,140	
Studio Seven Fashion Career C	2,782	2,632	
Taft C			2,158
Thomas Aquinas C	3,525	4,000	
United Hlth Careers Inst	2,768	3,015	
U S International U	3,960	4,545	
U of California			
Berkeley	785	806	2,800
Davis	786	809	2,880
Irvine	741	766	2,880
Los Angeles	759	798	2,880
Riverside	738	813	2,880
San Diego	747	823	2,880
Santa Barbara	945	817	2,880
Santa Cruz	795	831	2,880
U of Judaism	950	950	
U of La Verne	3,900	4,690	
U of the Pacific	5,877	6,579	
U of Redlands	*	5,650	
U of San Diego	4,100	4,400	
U of San Francisco	3,400	4,430	
U of Santa Clara	3,990	4,593	
U of Southern Cal	5,400	6,275	
CALIFORNIA—Continued			
Valley C of Med and Dent Careers	3,985	3,289	
Voc Nurs Sch of Cal	4,330	3,797	
West Coast Bible C	1,320	1,550	
West Coast U	2,400	2,820	
West Hills C	20	30	2,250
West Los Angeles C			2,790
West Valley C	12	12	2,190
Western St U C of Law Orange Co	3,288	3,850	
San Diego	3,075	3,582	
Westmont C	4,250	4,860	
Whittier C	4,426	5,126	
Woodbury U	3,052	3,100	
Woodman Plaza Bty C	*	2,277	
World C West	2,400	3,150	
Yuba C	29	29	2,161
COLORADO			
Adams St C	690	754	2,298
Bernel Hairstyling C	1,750	1,850	
Colorado Mtn C West Campus	855	687	2,754
Colorado NW CC	440	520	1,140
CC of Denver Auraria	640	609	2,015
North Campus	480	550	1,638
Red Rocks	422	425	1,747
Intermtn Bible C	798	1,092	
Loretto Heights C	3,945	4,345	
Metropolitan St C	575	653	1,690
Naropa Inst	2,500	3,250	
Nazarene Bible C	1,050	1,143	
Otero Jr C	539	643	1,019
Parks C	*	3,500	
Pikes Peak CC	437	493	1,384
Pueblo C of Bus	*	2,880	
Regis C	3,395	4,460	
Rockmont C	2,200	2,850	
Rocky Mtn Sch of Art	2,100	2,135	
U of Denver	4,530	5,130	
U of No Colorado	805	1,000	2,400
U of So Colorado	760	781	1,974
CONNECTICUT			
Acad for Bus Careers	2,325	2,975	
Albertus Magnus C	3,200	4,050	
Amore Inst of Hair Des	*	2,270	
Asnuntuck CC	354	354	700
Branfd Hall Sch of Bus	2,700	3,000	
Briarwood C	2,615	2,890	
Central Conn St C	745	830	940
Conn Bus Inst	2,340	2,520	
Connecticut C	5,900	6,850	
Danbury Hosp Sch of Rad Tech	*	250	
Eastern Conn St C	828	840	990
Fairfield U	3,575	4,450	
Greater Hartfd CC	354	404	840
Greater New Haven St Tech C	407	377	755
Hartford C for Women	3,150	3,600	
Hartford Conservatory	2,200	2,400	
Hartford Secryrl Sch	*	2,550	
Henry Abbott Reg V-T Sch	*		1,966
Hosp of St Raphael Sch of Rad Tech	*	500	
Housatonic CC	354	354	700
Leon Inst of Hr Dsgn	2,195	2,195	
Manchester CC	354	404	840
Manchstr Mem Hosp Sch of Rad Tech	*	300	
Mattatuck CC	354	354	700
Middlesex CC	354	354	700
Mohegan CC	354	354	690
Morse Sch of Bus	*	2,625	
Natl Acad of Hairdressing	*	2,743	
Northwestern Conn CC	354	354	700
Norwalk CC	354	354	700
Norwalk St Tech C	430	430	755
Paier Sch of Art	*	3,870	
Post C	2,800	3,300	
Quinebaug Valley CC	354	389	792
Quinnipiac C	3,550	4,500	
St Alphonsus C	*	930	
St Joseph C	3,450	4,020	
St. Mary's Hosp Sch of Nursing	1,500	1,675	
Sch of Hartford Ballet	1,000	2,400	
South Ctrl CC	354	354	700

Continued on Following Page

Tuition

Continued from Preceding Page

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
CONNECTICUT—Continued			
Southern Conn St C	890	910	1,000
Thames Vly St Tech C	377	377	764
Trinity C	4,856	6,580	
Tunxis CC	354	404	840
U of Bridgeport	4,300	5,265	
U of Conn	1,068	1,114	1,340
U of Hartford	4,280	5,400	
U of New Haven	3,400	4,170	
Waterbury St Tech C	401	506	786
Wstrn Conn St C	760	816	940
Yale U	6,210	7,150	
DELAWARE			
Brandywine C of Widener U	2,725	3,155	
Delaware St C	470	570	1,128
Delaware Tech & CC Stanton	519	519	504
Terry	519	519	504
Wilmington	509	519	504
Goldey Beacom C	2,040	2,490	
Wesley C	3,700	3,850	
Wilmington Med Ctr Rad Tech	500	550	
DIST. OF COLUMBIA			
American U	*	5,310	
Cath U of Amer	4,250	5,050	
Corcoran Sch of Art	*	3,250	
Gallaudet C	942	1,070	
George Wash U	3,400	4,200	
Georgetown U	4,450	5,750	
Howard U	1,965	1,965	
Mount Vernon C	3,500	4,200	
Southeastern U	2,250	2,250	
Strayer C	2,160	2,695	
Trinity C	4,050	4,785	
Wash Intl C	1,850	1,850	
FLORIDA			
Art Inst of Ft Laud	*	3,390	
Bauder Fashion C	3,080	3,605	
Bayfront Med Ctr Sch of Rad Tech	*	375	
Fortune-Cookman C	2,500	2,878	
Biscayne C	3,100	3,400	
Biscayne Paramedical Inst	2,550	2,550	
Brevard CC	500	420	360
Broward CC	450	480	510
Ctrl Fla CC	420	420	450
Chipola JC	482	464	484
Clearwater Christn C	*	1,520	
C of Boca Raton	2,900	3,600	
Collier Co V-T Ctr	127	145	50
Daytona Beach CC	500	500	500
Eckerd C	4,300	4,990	
Edison CC	448	480	450
Edward Waters C	*	2,100	
Embry-Riddle Aero U	2,400	2,630	
Flagler C	2,200	2,450	
Florida A&M U	675	746	1,150
Florida C of Bus	*	2,004	
Florida Inst of Tech	3,423	3,519	
Florida Intl U	750	745	1,575
Florida JC Jacksonville	390	420	420
Florida Keys CC	420	450	450
Florida Southern C	2,747	3,022	
Florida St U	735	735	1,000
Fort Lauderdale C	1,620	1,620	
Gulf Coast CC	400	450	330
Hillsborough CC	390	450	450
Hobe Sound Bib C	*	1,450	
Indian River CC	336	360	360
Int'l Fine Arts C	5,385	5,985	
Jackson Mem Hosp Sch of Nursing	555	567	144
Jacksonville U	3,050	3,470	
Jones C Jacksonville	1,458	1,360	
Orlando	1,458	1,350	
Lakeland C	2,473	2,473	
Lake-Sumter CC	462	462	448
Miami Christian C	2,080	2,430	
North Florida JC	420	420	270
Okaloosa Walton JC	717	450	282
Palm Beach Atlantic C	1,540	2,000	
Palm Beach JC	480	480	480
Pasco-Hernando CC	450	480	420
Pensacola JC	840	480	480
Pinellas Voc-Tech Inst	154	154	50
Polk CC	375	375	450
Prospect Hall C	2,185	2,185	900
Ringling Sch of Art and Design	2,100	2,600	
Rollins C	3,990	5,230	
St Johns River CC	448	448	512
St Leo C	3,000	3,300	
St Petersburg JC	*	480	480
Santa Fe CC	600	450	450
Seminole CC	420	450	450
Sheridan V-T Ctr	*	155	
Southeastern C	1,080	1,260	
Stenotype Inst of Jcksnvl	*	2,100	
Stetson U	3,400	3,875	
Tallahassee CC	330	420	420
United Electronics Inst	2,453	2,453	
U of Central Fla	675	675	1,035
U of Florida	740	740	1,035
U of Miami	4,351	5,000	
U of Sarasota	2,280	2,850	
U of Tampa	3,750	4,496	
Valencia CC	*	480	450
Warner Southern C	2,100	2,850	
Webber C	2,820	2,820	
GEORGIA			
Agnes Scott C	3,975	4,375	
Albany JC	444	444	660
Albany St C	684	699	318
Andrew C	2,996	1,731	
Armstrong St C	540	635	954
Atlanta Christian C	1,250	1,390	
Atlanta C of Art	2,950	2,950	
Augusta C	534	609	954
Berry C	2,550	2,985	
Beulah Hts Bible C	840	1,080	
Branell Women's C	3,190	2,800	

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
GEORGIA—Continued			
Brewton-Parker C	1,560	1,665	
Clark C	2,740	3,115	
Clayton JC	360	429	660
Columbus C	540	615	954
Coosa Valley V-T Sch	210	210	
Covenant C	3,380	3,840	
Crandall C	1,920	1,465	
Dalton JC	366	435	660
DeKalb CC	558	558	714
DeKalb Gen Hosp Sch of Rad Tech	25	19	
DeVry Inst of Tech	*	2,740	
Draughon's JC	1,705	1,800	
Emanuel Co JC	366	435	660
Emmanuel C	1,600	1,740	
Emmanuel C Sch of Christian Ministries	1,600	1,740	
Emory U	4,605	5,400	
Floyd JC	*	445	660
Ga Inst of Tech	750	875	1,650
Georgia Military C	1,275	1,485	
Ga Southern C	597	672	954
Ga Southwestern C	564	648	954
Georgia St U	572	748	1,609
Gordon JC	381	465	660
Houston Voc Ctr	125	95	
Kennesaw C	489	564	954
LaGrange C	*	2,205	
Med C of Georgia	660	861	1,344
Mercer U	3,006	3,306	
Atlanta	2,390	2,700	
Southn Sch of Pharm	3,300	3,900	
Morris Brown C	2,960	2,700	
North Georgia C	605	667	918
No Georgia V-T Sch	*	*	300
Ogiethorpe U	3,100	3,450	
Oxford C of Emory U	*	4,095	
Paine C	2,010	2,390	
Phillips C	3,665	4,650	
Pickens Area V-T Sch	205	155	
Piedmont C	1,488	1,575	
Reinhardt C	1,860	1,986	
Savannah St C	608	700	786
Shorter C	2,150	2,350	
South Ga C	426	522	660
South Ga V-T Sch	48	36	300
Southern Tech Inst	532	633	954
Tift C	1,698	2,160	
Toccoa Falls C	1,900	2,175	
Troup Cty Area V-T Sch	*	200	
U of Georgia	753	907	1,344
Valdosta St C	579	678	954
Walker Cty Area V-T Sch	*	90	
Waycross JC	369	438	660
Wesleyan C	3,370	3,720	
Young Harris C	1,785	1,785	
HAWAII			
Brigham Young U Hawaii Campus	830	950	
Cannon's Tnatl Bus C	2,037	2,037	
Chaminade U of Honolulu	2,080	2,600	
Hawaii Loa C	2,000	2,800	
Hawaii Pacific C	1,875	2,060	
Hawaii Sch of Bus	*	1,560	
Trendsetters Beauty C	2,259	2,455	
U of Hawaii Hilo	110	110	820
Honolulu CC	90	90	820
Kapiolani CC	90	90	810
Leeward CC	90	90	820
Manoa	480	480	670
Maui CC	90	90	820
Windward CC	90	90	820
IDAHO			
Aero Technicians	2,500	2,152	
C of Idaho	3,200	3,980	
C of Southern Idaho	460	541	450
Idaho State U	460	680	700
Lewis-Clark St C	200	600	1,700
North Idaho C	480	530	625
NW Nazarene C	2,745	3,165	
Ricks C	850	1,020	
U of Idaho	474	690	1,800
ILLINOIS			
Amer Cons of Music	2,800	3,400	
Augustana C	3,600	4,065	
Aurora C	3,260	3,660	
Barat C	3,750	4,200	
Black Hawk C	720	780	1,430
East Campus	720	784	1,560
Blackburn C	2,350	2,880	
Blessing Hosp Sch of Nur	*	1,590	
Brisk Rabbinical C	1,600	1,600	
Capri-Garfield Ridge Sch of Bty Culture	*	1,670	
Carl Sandburg C	*	516	1,976
Chicago St U	806	764	1,332
City C of Chicago Chi City-Wide C	*	510	903
Loop C	*	510	903
C of Automation	*	4,075	
C of DuPage	540	630	1,755
C of Lake County	453	455	1,892
C of St Francis	2,790	3,330	
Concordia C	2,445	2,709	
Coyne American Inst	2,478	2,820	
Danville Area CC	432	450	1,985
De Paul U	3,010	3,588	
DeVry Inst of Tech	2,425	2,740	
Dorsey Sch of Bty Culture	*	1,500	
Eastern Ill U	788	865	1,212
Elgin CC	414	542	1,963
Elmhurst C	3,500	3,534	
Eureka C	3,050	3,750	
Evangelical Sch of Nursing	2,911	2,911	
Felician C	1,400	1,560	
Greenville C	3,399	3,795	
Highland CC	504	512	1,626
Illinois Benedictine C	3,300	3,745	
Illinois Central C	384	384	2,016
Illinois C	2,550	2,800	
Illinois Eastern CC: Frontier	90	180	1,740
Lincoln Trail	135	180	1,740

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
ILLINOIS—Continued			
Illinois Eastern CC: Olney Central	135	180	1,740
Wabash Valley	135	180	1,740
Ill Inst of Tech	4,290	4,970	
Illinois Valley CC	330	330	2,120
Illinois Wesleyan U	4,432	4,867	
Ippolito Rockford Beauty Acad	1,324	1,324	
John A. Logan C	320	320	1,088
John Wood CC	400	400	2,016
Joliet JC	442	442	1,900
Joliet Twnshp Sch of Practical Nur	*	900	
Judson C	2,880	2,910	
Kankakee CC	416	416	1,344
Kendall C	2,930	3,434	
Kishwaukee C	506	538	720
Knox C	4,500	5,630	
Lake Land C	550	588	1,716
Lakeview Med Ctr Sch of Nursing	*	1,800	
Lewis U	2,880	3,660	
Lincoln Christian C	1,958	2,340	
Lincoln C	*	4,000	
Lutheran Hosp Sch for Nurses	2,330	2,500	
MacCormac JC	2,700	2,970	
MacMurray C	3,710	3,990	
Mallinckrodt C	1,620	1,920	
McKendree C	3,050	3,150	
Memorial Med Ctr Sch of Radiography	250	94	
Mennonite Hosp Sch of Nursing	*	2,651	
Methodist Med Ctr Sch of Nursing	1,150	1,150	
Midwest C of Engr	3,360	3,960	
Millikin U	3,973	4,382	
Monmouth C	3,930	4,500	
Moraine Valley CC	576	600	1,350
Morrison Inst of Tech	1,810	2,020	
Morton C	*	450	2,135
Mundelein C	2,940	3,840	
Natl C of Chiropractic	1,600	1,775	
National C of Ed	3,675	4,620	
North Central C	3,320	4,209	
North Park C	3,465	4,184	
Northwestern U	5,985	6,885	
Oakton CC	400	400	2,350
Olivet Nazarene C	2,576	2,918	
Parkland C	525	510	2,366
Parks C of St Louis U	2,325	2,920	
Prairie St C	*	585	1,805
Principia C	4,239	5,163	
Ray-Vogue Sch of Des	*	3,160	
Rend Lake C	352	390	2,122
Robert Morris C	3,000	3,720	
Rockford C	3,275	3,990	
Roosevelt U	2,882	3,468	
Rosary C	2,990	4,000	
Rush U	3,600	3,885	
St Francis Hosp Sch of Nursing	3,230	3,675	
Sch of Rad Tech	300	225	
St Joseph Hosp Sch of Rad Tech	*	50	
St Mary of Nazareth Hosp Sch of Nrsg	3,488	2,940	
Sauk Valley C	640	640	1,225
Scharfenberg Beauty Acad	1,000	1,200	
Sch of Art Inst of Chicago	3,968	4,200	
Sherwood Music Sch	2,000	2,000	
Shimer C	3,500	3,500	
Southeastern Ill C	300	300	1,800
Southern Illinois U Carbondale	858	996	1,325
Edwardsville	790	952	1,385
Spertus C of Judaica	*	4,050	
Springfield C	2,100	2,530	
Thornton CC	664	664	1,440
Trinity Christian C	2,775	3,350	
Trinity C	3,325	3,900	
Triton C	432	480	1,944
U of Chicago	5,295	6,015	
U of Illinois Chicago Circle	942	1,080	1,494
Medical Center	*	1,229	1,494
Urbana-Champaign	916	1,110	1,476
VanderCook C of Mus	2,500	3,000	
Vogue Acad of Beauty Cult	1,900	2,700	
West Suburban Hosp Sch of Nursing	2,100	2,400	
Wheaton C	*	4,084	
William Rainey Harper C	540	600	1,520
INDIANA			
Ancilla C	890	965	
Anderson C	2,830	3,560	
Ball St U	900	1,116	1,344
Bethel C	2,592	2,953	
Butler U	3,400	3,850	
Calumet C	1,300	1,730	
Deaconess Hosp Sch of Nursing	1,821	1,796	
Earlham C	5,080	5,745	
Fort Wayne Bible C	2,432	2,670	
Franklin C	3,850	4,400	
Goshen C	3,325	3,790	
Grace C	2,888	3,196	
Hanover C	2,895	3,250	
Huntington C	3,300	3,735	
Indiana Central U	3,200	3,650	
Indiana Inst of Tech	2,835	3,105	
Indiana St U Evansville	822	960	1,215
Indiana U Bloomington	930	1,110	1,770
East	*	1,010	1,216
Kokomo	780	854	1,072
Northwest	786	854	1,072
South Bend	780	848	1,072
Southeast	675	848	847
Indiana U-Purdue U Fort Wayne	800	940	1,200
Indianapolis	780	960	1,320
Indiana Voc-Tech C Kokomo	600	800	540
Wabash Valley	900	1,000	1,000
La Porte Bus C	1,315	1,845	
Lutheran Hosp Sch of Nur	*	2,196	
Manchester C	3,200	3,600	
Marion C	3,148	3,560	
Natl Barber/Stylist C	2,305	2,305	
Oakland City C	2,478	3,063	
Parkview-Meth Hosp Sch of Nursing	2,400	1,800	600
Purdue U	933	1,158	1,960
Calumet	948	1,120	1,264
North Central	902	996	1,000
Ravenscroft Beauty Sch	1,746	1,966	
Rose-Hulman Inst of Tech	3,600	4,140	
St Elizabeth Hosp Sch of Nursing	2,175	2,175	
St Francis C	2,316	2,883	
St Joseph's C	3,020	3,520	
St Mary-of-the-Wds C	3,065	3,611	
St Mary's C	4,084	5,020	

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
INDIANA—Continued			
St Meinrad C	1,870	2,329	
Sc Indiana V-T Sch	*	500	
Taylor U	3,698	4,093	
Tri-State U	3,060	3,360	
U of Evansville	3,333	3,825	
U of Notre Dame	4,130	4,630	
Valparaiso Tech Inst	*	2,310	
Valparaiso U	3,669	4,072	
Vincennes U	750	810	945
Wabash C	4,165	4,780	
IOWA			
American Inst of Business	1,905	2,175	
American Inst of Commerce	2,540	2,713	
Bernel C of Cosmetol Fort Dodge	1,750	1,850	
Briar Cliff C	2,750	3,250	
Buena Vista C	3,710	4,270	
Burlington Bty Acad	*	636	
Capri Cosmetology C Dubuque	2,019	2,150	
Cedar Falls Sch of Bty	*	1,643	
Central C	3,720	4,214	
Clarke C	3,135	3,475	
Clinton CC	490	620	220
Coe C	3,960	4,550	
Cornell C	*	5,112	
Divine Word C	2,600	2,800	
Dordt C	2,950	3,400	
Drake U	4,060	4,590	
Faith Baptist Bible C	1,960	2,160	
Finley Hosp Sch of Nursing	2,580	3,208	
Graceland C	3,245	3,695	
Grand View C	2,390	2,890	
Grinnell C	5,285	5,950	
Hamilton Bus C	2,100	2,250	
Hawkeye Inst of Tech	*	800	1,600
Indian Hills CC Centerville	660	670	297
Ottumwa	820	615	240
Iowa Central CC	490	562	250
Iowa Sch of Barbering & Hairstyling	*	2,100	
Iowa St U	816	950	1,400
Iowa Wesleyan C	3,585	4,055	
Iowa Western CC	585	645	323
J Edmundson Mem Hosp Sch of Nursing	1,244	1,383	118
Sch of Rad Tech	*	150	
Kirkwood CC	528	585	585
La James C Hairstyling	1,900	1,940	
Larson Sch of Hairstyling	*	1,369	
Loras C	3,100	3,700	
Maharishi Intl U	3,107	3,465	
Marycrest C	*	3,720	
Mercy Health Ctr Sch of Radiol Tech	500	500	
Mercy Hosp Sch of Nursing	2,472	2,452	
Sch of Radiol Tech	160	160	
Morningside C	3,670	4,200	
Mount Mercy C	3,115	3,400	
Mount St Clare C	1,700	1,900	
North Iowa Area CC	500	635	288
NE Iowa Tech Inst	*	200	200
Northwestern C	3,200	3,645	
Open Bible C	1,580	1,970	
St Ambrose C	3,300	3,630	
St Joseph Mercy Sch of Nursing	2,553	2,553	
St Luke's Hosp Sch of Nursing	*	3,340	
St Luke's Sch of Nursing	2,376	2,706	
Scott CC	525	590	265
Simpson C	3,605	4,535	
Sioux Empire C	2,200	2,750	
Southeastern CC North	534	612	293
South	534	612	293
Southwestern CC	504	554	831
Spencer Sch of Business	2,315	2,625	
Stewart Hairstylist Training Ctr	1,790	1,860	
Stewart Sch of Hair Styling: Sioux City	*	1,673	
U of Dubuque	3,150	3,650	
U of Iowa	830	950	1,400
U of Northern Iowa	774	900	960
Upper Iowa U	3,450	3,690	
Vennard C	1,665	1,838	
Waldorf C	3,290	3,590	
Wartburg C	3,200	3,600	
Western Iowa Tech CC	*	700	720
Westmar C	3,170	3,600	
William Penn C	4,100	4,710	
KANSAS			
Baker U	2,660	2,950	
Barton County CC	380	430	772
Benedictine C	2,800	3,200	
Bethany C	2,439	2,740	
Bethel C	2,764	3,112	
Bryan Inst	3,650	3,995	
Butler County CC	390	435	870
Central C	2,850	3,150	
Colby CC	460	520	1,140
Cowley County CC	360	450	810
Crums Beauty C	1,800	2,300	
Dodge City CC	446	446	680
Emporia St U	548	700	750
Fort Hays St U	637	690	653
Fort Scott CC	240	300	720
Friends Bible C	2,600	3,043	
Friends U	*	3,260	
Garden City CC	436	429	789
Hesston C	*	3,080	
Highland CC	400	400	700
Independence CC	330	420	790
Johnson County CC	465	525	1,050
Kansas Newman C	2,400	2,852	
Kansas St U	746	764	1,080
Kansas Tech Inst	173	173	300
Kansas Wesleyan	*	3,158	
Labette CC	*	390	790
Manhattan Christian C	1,521	1,750	
Marymount C	2,140	2,950	
McPherson C	2,560	2,950	
Mid-Amer Nazarene C	1,908	2,258	
Neosho Co CC	310	370	795
Ottawa U	2,616	3,071	
Pratt CC	430	450	770
St John's C	2,392	2,600	
St Mary C	2,160	2,510	
St Mary of Plains C	2,660	2,910	
Salina Area Voc-Tech Sch	200	200	1,800
Seward County CC	400	420	800
Southwestern C	2,475	2,740	
Sterling C	2,770	3,100	
Stormont Vail Sch of Nursing	952	952	
Tabor C	2,600	2,568	
U of Kansas	770	800	1,080
C of Health Sci	530	600	1,680

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
KANSAS—Continued			
Washburn U of Topeka	740	920	690
Wichita Area V-T Sch	151	173	1,555
Wichita St U	782	780	1,080
KENTUCKY			
Alice Lloyd C	*	2,030	
Asbury C	2,921	3,209	
Ashland CC	390	390	628
Bellarmine C	2,300	2,850	
Berea C	91	113	
Campbellsville C	2,350	2,440	
Centre C of Kentucky	4,125	4,850	
Cumberland C	1,750	2,124	
Eastern Ky U	520	580	910
Elizabethtown CC	390	390	628
Georgetown C	2,440	3,010	100
Hazard CC	390	390	628
Inst of Elec Tech	*	2,138	
Jefferson CC	380	380	620
Kaufman Bty Sch	*	2,135	
Kentucky Christian C	1,277	1,596	
Ky Wesleyan C	2,560	3,040	
Lees JC	2,000	2,200	
Lexington Tech Inst	562	562	1,250
Lindsey Wilson C	750	1,978	
Louisville Sch of Art	1,950	2,150	
Madisonville CC	390	390	628
Maysville Area Voc Ed Ctr	49	40	380
Maysville CC	390	390	628
Midway C	2,100	2,400	
Mr John's Sch of Bty	*	1,148	
Murray St U	580	626	1,154
Northern Kentucky U	260	586	1,154
Paducah CC	390	390	610
Pikeville C	2,150	2,550	
Prestonburg CC	*	390	628
St. Catharine C	1,400	1,800	
Sem of St Pius X	2,235	2,835	
Somerset CC	390	390	628
Southeast CC	390	390	628
Spalding C	2,548	2,872	
Sue Bennett C	1,100	1,250	
Sullivan JC of Bus	2,500	2,700	
Thomas More C	2,020	3,140	
Transylvania U	4,000	4,800	
Union C	2,530	3,000	
Watterson C	2,700	2,310	
Western Kentucky U	550	580	910
LOUISIANA			
AIRCO Tech Inst	3,410	3,725	
Bossier Parish CC	16	16	
Centenary C of La	2,320	2,820	
Dillard U	2,100	2,400	
Grambling State U	560	644	630
Jefferson Parish V-T Sch	*		270
Louisiana St U Agr & Mech C	564	664	1,030
Alexandria	320	370	900
Eunice	300	340	890
Medical Center	590	715	1,160
Shreveport	480	580	1,030
Loyola U	2,700	3,252	
Nicholls State U	535	546	630
Northeast Louisiana U	438	527	630
Northwestern St U	519	620	630
Our Lady of Holy Cross C	1,540	2,250	
Portside V-T Sch	*		270
St Joseph Semnry C	1,650	1,945	
South La V-T Inst	*		270
Southeastern La U	518	618	630
Southern U A & M C	470	538	315
New Orleans	410	494	630
Shreveport	260	372	400
Touro Infirmary Sch of Nursing	*	1,335	
Tulane U	5,040	5,681	
Newcomb C	4,500	5,650	
Union for Experimenting C's and U's: U Without Walls/New Orleans	*	2,250	
U of Southwestern La	548	546	630
Xavier U of Louisiana	2,250	2,500	
MAINE			
Andover C	1,958	2,025	
Beal C	2,425	2,525	
Bowdoin C	5,885	6,865	
Central Beauty Sch	1,600	1,800	
Central Maine Voc Tech Inst	525	525	500
Colby C	5,680	6,540	
C of the Atlantic	3,800	4,350	
East Me Voc Tech Inst	*	700	600
Elliot Hospital	*	300	
Husson C	2,975	3,350	
Josephine's Sch of Hair Fashion	*	1,500	
Kennebec Valley Med Cen, Augusta Div, Sch of Radiologic Tech	*	113	
Mansfield Bty Acad	*	2,055	
Mercy Hosp Sch of Nursing	1,950	2,160	
Mid-State Bus Sch	*	1,950	
Nasson C	3,490	4,580	
North Me Voc Tech Inst	584	585	1,085
Portland School of Art	2,950	3,550	
South Me Voc Tech Inst	375	600	600
Thomas C	3,500	4,070	
Unity C	3,225	3,800	
U of Maine Augusta	770	930	2,070
Machias	855	930	1,970
U of New England	3,595	4,360	
U of Southern Maine	870	990	1,910
Wash Co Voc Tech Inst	500	520	500
Westbrook C	3,875	4,400	
MARYLAND			
Allegany CC	520	604	1,342
Anne Arundel CC	570	690	1,710
Award Beauty Sch	1,750	1,750	
Baltimore Hebrew C	1,200	1,510	
Bowie St C	627	1,090	940
Capitol Inst of Tech	2,160	2,376	
Catonsville CC	500	558	1,570
Cecil CC	450	450	840
Charles County CC	510	625	1,250
Chesapeake C	489	1,018	2,210
C of Notre Dame	3,150	3,450	
Columbia Union C	3,075	4,252	
Coppin St C	*	960	950
Dundalk CC	490	580	1,434
Essex CC	500	630	420
Frostburg State C	911	1,132	950
Garrett CC	336	336	2,416
Goucher C	4,780	5,515	
Greater Balt Med Ctr Sch of Rad Tech	125	48	
Hagerstown Bus C	*	1,725	
Hagerstown JC	530	543	1,316
Harford CC	600	630	1,920
Hood C	3,655	4,825	

A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators —

every week in The Chronicle.

	1980-81	1981-82	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
MARYLAND—Continued			
Johns Hopkins U	5,075	5,850	
Peabody Inst	4,575	4,950	
Loyola C	2,775	3,350	
Macqueen Gibbs Wilis Sch of Nursing	1,250	1,088	
Md C of Art & Design	2,700	3,210	
Md Gen Hosp Sch of Nursing	1,616	1,533	
Md Inst C of Art	3,750	4,200	
Morgan St U	*	1,130	1,050
Mt St Mary's C	3,200	3,650	
Prince George's CC	470	710	2,040
RETS Electronic Schools	*	2,411	
St John's C	5,400	6,000	
St Mary's C of Md	925	1,125	950
Strayer Bus C	*	1,440	
Towson St U	826	1,095	860
U of Baltimore	800	990	1,000
U of Maryland Baltimore Co	855	1,028	1,925
Eastern Shore	648	860	1,588
University C	1,240	1,545	
Villa Julie C	2,090	2,540	
Washington Bible C	2,016	2,250	
Washington C	3,510	4,010	
Washington Fash Acad	*	3,577	
Western Md C	3,875	4,500	
Wor-Wic Tech CC	384	510	1,935
MASSACHUSETTS			
American Intl C	3,449	4,041	
Amherst C	6,345	7,250	
Anna Maria C	2,960	3,600	
Aquinas JC Milton	1,965	2,600	
Newton	1,900	2,500	
Art Inst of Boston	2,450	3,000	
Atlantic Union C	3,520	4,751	
Babson C	4,400	4,512	
Baystate Med Ctr Sch of Nursing	2,460	2,500	
Becker JC Leicester	2,370	2,510	
Worcester	2,370	2,510	
Bentley C	3,780	3,970	
Berklee C of Music	3,000	3,260	
Berkshire Christian C	2,420	2,775	
Berkshire CC	480	602	1,365
Blue Hills Reg Tech Inst	*	1,800	
Boston City Hosp Sch Prac Nursing	1,135	1,153	
Boston C	4,530	5,180	
Boston Consv of Music	3,500	3,830	
Boston U	5,595	6,390	
Bradford C	4,450	5,050	
Brandeis U	5,175	6,670	
Bristol CC	476	642	1,365
Bunker Hill CC	470	638	1,365
Burbank Hosp Sch of Nursing	1,917	1,917	2,200
Cape Cod CC	455	622	1,365
Chamberlayne JC	2,170	2,940	
Clark U	5,526	6,510	
C of the Holy Cross	4,600	5,400	
C of Our Lady of Elms	3,000	3,500	
Control Data Inst	*	4,995	
Curry C	4,400	5,000	
Dean JC	3,530	4,580	
East Coast Aero Tech Sch	3,274	3,805	
Eastern Nazarene C	2,750	2,996	
Emerson C	4,550	5,205	
Emmanuel C	3,280	4,900	
Endicott C	3,090	4,150	
Fisher JC	3,100	3,650	
Forsyth Sch for Dental Hygienists	4,335	5,300	
Framingham Union Hosp Sch of Nursing	865	1,340	
Franklin Inst	3,050	3,470	
Gordon C	3,390	4,605	
Greenfield CC	479	602	1,365
Hampshire C	6,500	7,780	
Harvard-Radcliffe C's	6,490	7,490	
Hebrew C	*	810	
Hellenic C	2,200	3,000	
Henri's Sch of Hair Design	*	1,500	
Holyoke CC	475	627	1,365
Katharine Gibbs Sch	3,300	4,200	
La Baron Hairdressing Acad, Brockton	1,487	1,687	
Laboure JC	2,800	2,800	
Lasell JC	3,390	4,335	
Lesley C	4,200	4,800	
Malden Hospital Sch of Nursing	2,400	2,400	
Marian Court JC Bus	1,825	2,125	
Mass Bay CC	700	633	1,365
Mass C of Pharmacy & Allied Health Sci	3,741	4,365	
Mass Inst of Tech	6,200	7,400	
Massasoit CC	490	602	1,365
Merrimack C	3,690	4,560	
Middlesex CC	460	622	1,365
Montserrat Sch Vis Art	1,650	1,850	
Mount Holyoke C	5,430	6,610	
Mount Ida JC	3,050	3,600	
Mt Wachusett CC	510	625	1,365
New England Bapt Hosp Sch Nursing	2,115	2,295	
New England Cons of Music	4,600	5,500	
New England Deac Hosp Sch of Nursing	*	3,460	
New England Inst Applied Arts & Sci	2,615	3,025	
New England Sch of Accounting	*	2,400	
Newbury JC	2,770	3,400	
Newton-Wellesley Hosp Sch of Nursing	*	2,318	
Nichols C	3,540	4,010	
North Shore CC	524	622	1,365
NE Broadcasting Sch	1,900	2,500	
NE Inst of Indust Tech	2,425	2,590	
Northeastern U	3,760	4,792	
Northern Essex CC	475	602	1,365
Pine Manor C	5,160	6,195	
Quincy JC	680	1,050	
Quinsigamond CC	475	630	1,365
Regis C	3,210	4,270	
St John's Seminary C	1,600	2,000	
Salter Secretarial Sch	1,965	2,765	
Sch of Fashion Design	1,800	1,800	
Sch of Museum of Fine Arts	3,355	4,555	
Shepard-Gill Sch	1,300	1,066	
Simmons C	5,074	5,906	
Simon's Rock	5,090	6,665	
Smith C	5,900	6,800	
Southeastern Mass U	700	891	1,720
Springfield C	3,097	4,133	
Springfield Tech CC	496	612	1,200
Stonehill C	3,745	4,275	
Suffolk U	2,840	2,935	
Swain Sch of Design	3,110	3,450	
Sylvania Tech Sch	3,995	4,395	
U of Massachusetts Amherst	1,250	1,160	2,600
Boston	726	1,084	2,398
Wellesley C	5,460	6,530	
Wentworth Inst of Tech	3,150	3,475	
W New England C	3,245	3,450	
Wheaton C	5,285	7,010	
Wheelock C	4,375	5,050	
Williams C	6,016	7,016	
Worcester City Hosp Sch of Nursing	100	100	400
Worcester Ind Tech Inst	*	750	
Worcester Poly Inst	5,070	6,043	
MICHIGAN			
Adrian C	3,494	4,686	
Albion C	4,017	4,716	
Alma C	4,144	4,894	*
Andrews U	3,975	4,485	*
Aquinas C	3,425	4,016	
Baker JC of Bus	1,800	1,995	
Bronson Meth Hosp Sch of Nursing	1,550	1,760	500
Calvin C	3,000	3,480	
Carnegie Inst	*	3,520	
Ctr for Creative Studies	3,200	3,341	
Central Mich U	1,000	1,200	1,700
Cleary C	2,000	2,400	
Concordia C	1,700	2,088	
Davenport C of Bus	2,594	2,745	
Detroit C of Bus	2,004	2,593	
Ferris St C	891	1,209	1,566
Flint Inst of Barbering	*	2,275	
General Motors Inst	1,264	1,408	
Glen Oaks CC	*	622	
Gogebic CC	*	510	480
Grace Bible C	1,455	1,455	
Grand Rapids Baptist C and Sem.	2,500	2,850	
Grand Rapids JC	510	720	1,080
Grand Valley St C	908	1,200	1,560
Great Lakes Bible C	1,697	1,745	
Highland Park CC	480	650	600
Hillsdale C	4,100	4,870	
Hope C	3,950	4,520	
Hurley Med Ctr Sch of Nursing	*	1,075	
Jackson Business U	1,705	1,945	
Jackson CC	600	600	480
Jordan C	1,950	2,000	
Kalamazoo C	4,794	5,529	
Kalamazoo Valley CC	360	600	1,200
Kendall Sch of Design	2,240	2,556	
Krainz Woods Acad of Med Lab Tech	*	3,800	
Lansing CC	*	600	900
Lawrence Inst of Tech	1,575	1,725	
Macomb County CC	547	743	822
Marygrove C	2,828	3,225	
Mercy Sch of Nursing	1,655	1,855	
Mich Christian C	1,846	2,150	
Michigan St U	1,193	1,515	1,603
Michigan Tech Inst	2,800	2,800	
MJ Murphy Bty C	*	1,350	
Monroe Co CC	510	570	270
Muskegon Bus C	*	1,920	
Nazareth C	3,150	4,240	
North Cntrl Mich C	*	408	144
Northwestern Mich C	669	928	144
Northwood Inst	2,640	2,900	
Parsons Business Sch	1,997	2,374	
Pontiac Business Inst	3,020	3,400	
Reformed Bible C	1,900	2,180	
Saginaw Business Inst	2,208	2,424	
St Clair County CC	550	612	388
St Mary Hosp Sch of Med Tech	*	125	
St Mary's C	1,800	1,800	
Schoolcraft C	542	542	729
Shapero Sch of Nrsng	700	700	
Shaw C at Detroit	3,060	3,060	
Siena Heights C	2,550	2,940	
S Central Mich Sch of Nursing	858	936	572
Southwestern Mich C	500	600	250
Spring Arbor C	3,500	3,900	
Suomi C	4,900	5,500	
U of Detroit	3,840	4,230	
U of Michigan Flint	882	1,000	2,236
Walsh C of Acctncy and Bus Adm	*	1,590	
Washtenaw CC	480	480	720
Wayne St U	1,238	1,238	1,406
West Shore CC	540	650	300
Westbrook Bty C	*	1,643	
Wm Tyndale C	*	2,192	
MINNESOTA			
Anoka-Ramsey CC	574	664	664
Augsburg C	3,660	4,200	
Austin CC	574	664	664
Bemidji St U	748	800	624
Bethany Lutheran C	2,300	2,540	
Bethel C	3,400	3,925	
Brainerd Area Voc-Tech Inst	*	437	473
Brainerd CC	612	664	664
Brown Inst	3,240	3,590	
Canby Area Voc-Tech Inst	489	414	612
Carleton C	4,933	5,755	
Central Mesabi Med Ctr Sch of Rad Tech	*	113	
C of St Benedict	3,350	3,690	
C of St Catherine	3,035	3,815	
C of St Scholastica	3,310	3,728	
C of St Teresa	3,117	4,040	
C of St Thomas	3,130	3,530	
Concordia C Moorhead	3,675	4,170	
St Paul	*	3,090	
Crosier Sem JC	1,635	2,200	
Detroit Lakes Area Voc-Tech Inst	409	409	540
Dr Martin Luther C	1,150	1,500	
Fergus Falls CC	*	664	664
Fern's Beauty Sch	1,895	2,000	
Glamour Beauty Acad, Minneapolis	1,750	2,200	
Golden Valley Lutheran C	3,150	3,855	
Hamline U	4,200	4,750	
Hibbing CC	630	664	664
Hutchinson Area Voc-Tech Inst	500	530	460
Inver Hills CC	575	664	664
Itasca CC	648	664	664
Jackson Area Voc-Tech Inst	485	400	555
Lakeland Med-Dent Acad	*	3,345	
Lakewood CC	608	664	664
Lowthian Fashion Sch	2,895	3,180	
Lutheran Deaconess Hosp Sch of Nursing	3,050	4,200	
Macalester C	4,725	5,480	
Mankato St U	691	729	579
McConnell Sch	*	2,515	
Med Inst of Minn	3,675	3,050	
Mesabi CC	630	664	664
Metropolitan St U	750	800	800
Minneapolis C of Art & Design	3,200	3,700	
Minneapolis CC	874	664	664
Minnesota Bible C	1,425	1,650	
Moorhead Area Voc-Tech Inst	444	484	702
Moorhead St U	667	822	480
Normandale CC	574	664	664
North Hennepin CC	*	664	664
North Mem Med Ctr X-Ray Tech	260	23	
Northland CC	625	664	664
Northwest Inst of Med Lab Tech	*	2,190	
Northwestern C	3,000	3,450	
NW Electronics Inst	1,984	1,488	
Oliver Thein Bty Sch	1,375	1,375	
Pine Tech Inst	*	400	533
Rainy River CC	650	664	664
Rasmussen Sch of Bus	3,040	2,475	
Robinson Beauty Sch	1,750	2,000	
Rochester CC	650	664	664
St Cloud Area V-T Inst	400	430	635
St Cloud St U	678	732	578
St John's U	3,515	3,965	
St Luke's Hosp Sch of Nursing	*	2,300	
St Mary's C	3,200	3,790	
St Mary's JC	2,304	2,880	
St Olaf C	3,925	4,710	
St Paul Bible C	1,650	2,012	
St Paul V-T Inst	450	491	620
Sch of Rad Tech—Bethesda Luth Med Ctr	175	131	
Southwest St U	700	700	500
Thief River Falls Area V-T Inst	*	400	600
U of Minnesota Duluth	1,014	1,011	1,767
Morris	*	1,140	1,330
Twin Cities	1,080	1,245	1,785
U of Minn Tech C Crookston	990	1,072	1,662
Waseca	975	1,072	1,662
Vermilion CC	612	664	664
Wadena Area V-T Inst	398	433	675
Willmar Area Voc-Tech Inst	409	442	636
Willmar CC	574	664	664
Winona St U	750	770	600
Worthington CC	607	664	664
916 Area V-T Inst	*	450	675
MISSISSIPPI			
Alcorn St U	744	768	850
Belhaven C	1,950	2,575	
Blue Mountain C	1,570	1,850	
Copiah-Lincoln JC	290	360	600
East Central JC	*	390	400
East Miss JC	300	350	450
Hinds JC	310	310	780
Jeffie Liles Acad of Hair Design	1,500	1,595	
Millsaps C	2,950	3,300	
Miss Delta JC	270	330	600
Miss Gulf Coast JC Jeff Davis campus	310	310	400
Miss Industrial C	1,800	1,800	
Mississippi St U	857	930	850
Miss U for Women	674	729	850
Miss Valley St U	*	800	926
Northeast Miss JC	320	430	550
Pearl River JC	300	350	500
Prentiss Inst JC	1,624	2,798	
Rust C	2,469	2,469	
Tougaloo C	1,925	2,220	
Utica JC	310	310	400
Wm Carey C	*	1,890	
Wood JC	*	1,200	
MISSOURI			
Avila C	2,600	3,150	
Bapt Bible C	656	850	
Barnes Hospital Sch of Nursing	1,175	1,310	
Calvary Bible C	1,890	2,020	
Cape Girardeau Area Voc-Tech Sch	*	828	
Cardinal Newman C	2,470	2,900	
Central Bible C	1,466	1,716	
Central Christian C of the Bible	1,000	1,070	
Central Methodist C	3,235	3,450	
Central Missouri St U	465	525	675
Chillicothe Beauty Acad	*	950	
Columbia C	3,000	3,795	
Conception Sem C	1,520	1,730	
Crowder C	250	280	770
Culver-Stockton C	3,060	3,350	
Deaconess Hosp Sch of Nursing	*	2,300	
Drury C	2,955	3,150	
East Central JC	300	310	650
Evangel C	1,986	2,172	
Fontbonne C	3,300	3,660	
Hannibal-LaGrange C	1,760	2,345	
Harris Stowe St C	450	450	405
Kansas City Art Inst	3,840	5,100	
Kansas City C of Med & Denti Assts	*	2,850	
Kirksville C of Cosmetology	1,000	1,455	
Lindenwood C's	3,560	4,100	
Longview CC	450	450	590
Luthern Med Ctr Sch of Nursing	2,310	2,450	
Maple Woods CC	450	480	720
Maryville C St Louis	2,874	3,686	
Midwest Inst for Med Assts	1,875	2,075	
Mineral Area C	200	210	590
Missouri Baptist C	2,200	2,450	
Missouri Inst of Tech	2,425	2,740	
Mo Southern St C	450	500	500
Missouri Valley C	2,570	3,050	
Nevada Area Voc-Tech Sch	1,000	1,150	
Northeast Mo St U	340	390	460
Northwest Mo St U	490	530	400
Ozark Beauty C	625	625	
Park C	2,990	3,290	
Poplar Bluff Area Voc-Tech Sch Practical Nurse Prog	*	975	
St Louis Christian C	1,425	1,575	
St Louis C of Pharmacy	2,100	2,300	
St Louis CC Forest Park	277	277	547
Meramec	277	555	540
St Louis Cons of Music	3,010	3,210	
St Louis U	3,700	4,220	
St Mary's C of O'Fallon	2,026	2,026	
St Mary's Sch Practical Nursing	2,200	1,800	
St Paul's C	1,860	2,140	
Sch of the Ozarks	60	60	
Southeast Mo St U	360	390	500
Southwest Baptist C	2,300	2,670	
Southwest Mo St U	420	520	520
Stephens C	4,175	4,675	
Tarkio C	2,895	3,270	
MISSOURI—Continued			
U of Missouri Columbia	720	870	1,740
Kansas City	802	952	1,740
Rolla	900	1,015	1,740
St Louis	774	870	1,740
Washington U	5,396	6,250	
Webster C	3,200	3,638	
Westminster C	3,770	4,000	
William Jewell C	2,720	3,170	
William Woods C	3,865	4,160	
MONTANA			
Carroll C	2,328	2,588	
C of Great Falls	2,330	2,850	
Eastern Montana C	519	603	1,008
Flathead Valley CC	285	375	356
Great Falls V-T Ctr	320	300	880
Miles CC	338	338	525
Montana C of Mineral Sci & Tech	462	562	1,368
Montana St U	572	572	1,368
Mr Mack's Bozeman Bty C	*	1,400	
Northern Montana C	462	552	1,008
Rocky Mountain C	2,409	2,980	
U of Montana	626	747	1,368
Western Montana C	474	579	1,008
NEBRASKA			
Alliance Sch of Practical Nursing	468	510	653
Archbshp Bergan Mercy Hosp Rad Tech	700	700	
Bahner Beauty C	1,560	1,303	
Bellevue C	902	1,140	
Bishop Clarkson Mem Hosp Sch of Nursing	1,770	1,990	
Central Tech CC	396	522	261
Chadron St C	656	734	450
Concordia Teachers C	2,725	2,986	
Creighton U	3,300	3,700	
Dana C	3,190	3,600	
Doane C	3,230	3,750	
Electronic Computer Prog Inst of Omaha	2,595	2,989	
Grace C of the Bible	2,070	2,380	
Grand Isld Sch of Bus	1,755	1,755	
Hastings C	3,060	3,430	
Kearney St C	669	745	450
Lincoln Sch of Commerce	*	1,890	
Metro Tech CC	585	591	540
Midland Lutheran C	3,100	3,500	
Nebraska Christian C	960	1,190	
Nebraska Wesleyan U	3,119	3,630	
Norfolk Bty C	*	1,139	
Northeast Tech CC	426	486	340
Omaha C Hlth Careers	2,610	2,610	
Peru St C	680	702	450
Platte Valley Bible C	900	900	
Southeast CC Fairbury-Beatrice	441	528	244
Lincoln	636	486	343
Milford	628	507	243
Union C	3,650	4,100	
U of Nebraska Lincoln	860	1,000	1,500
Medical Ctr	825	950	1,500
Sch of Tech Agr	458	458	368
W Neb Tech C	*	518	244
York C	1,850	2,035	
NEVADA			
Reno Business C	1,800	1,800	
Sierra Nevada C	2,000	2,000	
NEW HAMPSHIRE			
Castle JC	1,280	1,540	
Concord Hosp Sch of Nursing	1,195	1,395	
Dartmouth C	5,960	7,050	
Empire Beauty Sch	1,400	1,600	
Franklin Pierce C	4,150	4,775	
Hesser C	2,190	2,590	
Houle's Beauty Acad	1,710	1,900	
McIntosh JC	1,700	1,800	
Merrimack Valley C of U System of NH	*	810	1,440
Nath Hawthorne C	3,060	4,655	
New Hampshire Hosp Sch of Nursing	1,000	1,000	
NH Voc-Tech C Berlin	620	620	1,000
Claremont	600	600	1,000
Laconia	*	600	1,000
Manchester	600	600	1,000
Portsmouth	621	622	1,000
Notre Dame C	2,570	2,900	
Portsmouth Beauty Sch Hair Design	1,650	2,000	
Rivier C	2,750	3,050	
St Anselm C	3,690	4,300	
White Pines C	2,800	3,400	
NEW JERSEY			
Atlantic CC	600	550	1,768
Bergen CC	600	600	1,000
Berkeley Sch	2,970	3,270	
Bloomfield C	3,070	3,450	
Brookdale CC	500	550	1,970
Burlington Co C	510	550	1,126
Caldwell C	2,750	3,200	
Camden County C	500	450	1,500
Centenary C	3,450	3,750	
C of St Elizabeth	2,900	3,450	
Cumberland Co C	500	605	1,700
DeVry Inst of Tech	*	2,680	
Don Bosco C	2,750	2,860	
Englewood Hosp Sch of Nursing	1,650	1,650	
Essex County C	564	630	1,260
Fairleigh Dickinson U Edw Williams C	3,055	3,518	
Florham-Madison	3,772	4,262	
Rutherford	3,772	4,262	
Teaneck-Hackensack	3,772	4,262	
Felician C	2,250	2,470	
Gardan St Acad of Bty Culture	*	2,200	
Georgian Ct C	2,610	2,900	
Gloucester Co C	540	540	
Helene Fuld Sch of Nurs:Camden Co	*	650	
Holy Name Hosp Sch of Nursing	1,600	1,795	
Hudson Co CC	515	515	495
Jersey City St C	894	894	636
Katharine Gibbs Sch	3,300	4,200	
Kean C of NJ	810	870	750
Lyons Inst	*	3,000	
Mercer Co CC	520	520	1,020
Monmouth C	3,590	4,580	
Montclair St C	*	976	600
Northeastern Bible C	2,754	2,930	
Ocean Co C	563	720	1,410
Orange Mem E Orange Gen Hosp Sch of Nurs	*	1,700	
Passaic Co CC	612	640	1,010
Princeton U	6,300	7,250	
Rider C	3,250	3,600	
Roman Acad of Beauty Cult	2,250	2,280	
St Francis Med Ctr Sch of Nursing	*	992	
St Peter's C	2,917	3,645	
Salem CC	500	550	100
Seton Hall U	3,160	3,270	
Somerset Co C	544	633	1,650
Standard Acad of Beauty Culture	1,900	1,900	
Stevens Inst of Tech	4,600	575	
Stockton St C	880	915	800
Taylor Bus Inst Paramus	3,400	3,750	
Plainfield	3,400	3,300	
Union C	575	632	1,650
Union County Tech Inst	538	600	1,060
Upsala C	3,845	4,250	
Westminster Choir C	3,625	4,100	
William Paterson C	915	975	800
NEW MEXICO			
Alamogordo Beauty C	2,100	2,200	
C of Santa Fe	2,400	3,000	
C of the Southwest	860	975	
Curry Co Beauty C	2,299	2,299	
Eastern New Mexico U Portales	582	678	1,115
Las Cruces Beauty C	2,400	1,677	
New Mexico Hlnds U	399	908	1,164
New Mexico Inst of Mining and Tech	653	646	1,517
New Mexico Mil Inst	554	622	778
New Mexico St U	704	744	1,512
Alamogordo	384	384	648
Carlsbad	*	336	1,008
No New Mexico CC	350	396	688
St John's C	5,400	6,000	
Santa Fe Bus C	1,968	1,980	
U of Albuquerque	1,900	2,850	
U of New Mexico	664	720	1,512
NEW YORK			
Acad of Aeronautics	3,000	3,000	
Adirondack CC	780	780	700
Advanced Training Ctr	*	3,300	
Albany Business C	2,150	2,500	
Albany C of Pharmacy	2,177	2,597	
Alfred U	4,700	4,900	
Allen Sch	*	2,500	
Amer Acad of Dramatic Arts	2,475	2,510	
Bard C	5,776	7,708	
Barnard C	5,120	7,060	
Berkeley Sch	2,970	3,270	
Long Island	2,970	3,270	
New York	2,970	3,270	
Beth Israel Med Ctr Sch of Nursing	1,460	1,460	
Blake Business Sch	2,650	2,650	
BOCES Prac Nursing Oswego Co	1,500	1,750	
Bramson ORT Tech Inst	*	1,800	
Briarcliffe Secl Sch Hicksville	*	2,795	
Mineola	*	2,795	
Brklyn Ctr of LIU	*	3,660	
Broome CC	796	836	770
Bryant-Stratton Bus Inst Buffalo	2,410	2,775	
Rochester	2,410	2,775	
Buffalo Gen Hosp Sch of Nursing	2,075	2,278	400
C of Insurance	3,512	3,876	
C of Mt St Vincent	3,300	3,880	
C of New Rochelle	3,290	3,510	
New Resources	2,064	2,710	
Canisius C	3,300	3,600	
Cathedral C of Immaculate Concptn	2,500	2,600	
Catholic Med Ctr Sch of Nursing	*	2,250	
Cattaraugus Co-So Area Ctr Sch of Prac Nursing	*	1,495	
Cayuga Co CC	900	900	900
Cazenovia C	4,000	4,175	
Central Suffolk Hosp Sch of Rad Tech	*	1,000	
Champlain Vly Phys Hosp Med Ctr Sch of Rad Tech	*	375	
City U of New York Bernard M Baruch C	966	976	500
Bronx CC	925	925	500
Brooklyn C	*	925	575
C of Staten Island	975	978	522
City C	925	925	500
EM De Hostos CC	986	986	500
FH LaGuardia CC	1,006	1,006	500
HH Lehman C	976	976	500
Hunter C	792	925	500
John Jay C	964	964	500
Kingsborough CC	978	995	460
Manhattan CC	925	925	500
Medgar Evers C	966	966	500
New York City Tech C	968	968	500
Queens C	926	926	500
Queensborough CC	925	925	500
York C	925	925	500
Clarkson C of Tech	4,605	5,290	
Clinton CC	780	810	750
Colgate U	5,420	6,355	
Columbia Mem Hosp Sch of Nursg	1,217	1,217	368
Columbia U Columbia C	5,652	6,772	
Engr & Appld Sci	5,775	6,700	
Sch of Gen Studies	4,680	5,000	
Columbia-Greene CC	750	902	570
Concordia C	2,645	3,080	
Cornell U	5,256	7,050	
Statutory C's	2,216	2,216	1,452
Crouse Irvg Mem Hosp Sch of Nursing	2,060	2,475	
Dominican C of Blauvelt	2,100	2,420	
Dowling C	3,325	3,600	
Edna McConnell Clark Sch of Nursing	3,590	3,890	
Eisenhower C of Roch Inst of Tech	3,925	4,491	
Eliz Seton C	2,700	2,850	
Elmira C	3,815	4,225	
Fashion Inst of Tech	900	900	900
Five Towns C	2,300	2,750	
Fordham U	3,750	4,250	
French Fashion Acad	*	3,590	
Friends World C	3,350	3,500	
Fulton-Montgomery CC	870	950	850
Genesee CC	730	730	730
Glens Falls Hosp Sch of X-Ray Tech	200	200	
Hamilton C	6,150	7,050	
Hartwick C	5,150	5,875	
Herkimer County CC	670	687	700
Hilbert C	1,900	2,400	
Hobart C	5,200	6,400	
Houghton C	3,150	3,920	

Continued on Following Page

WHAT'S NEW FROM SCT?

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Tuition

Continued from Preceding Page

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
NEW YORK—Continued			
Inst of Design and Construction	1,500	1,820	
Interboro Inst	2,675	2,825	
Internat'l Sch of Animal Arts	*	3,800	
Island Drafting & Tech Inst	2,020	2,520	
Ithaca C	4,584	5,000	
Jamestown Bus C	1,975	1,975	
Jamestown CC	780	860	810
Jefferson CC	890	1000	900
Jewish Hosp & Med Ctr Sch of Nursing	2,300	2,300	
Juilliard Sch	3,600	4,100	
JC of Albany	2,700	3,000	
Keuka C	4,200	4,960	
King's C	3,400	4,010	
Lab Inst of Merchandising	3,385	3,700	
Manhattan C	3,450	3,850	
Manhattan Sch of Music	3,330	4,100	
Manhattanville C	4,250	4,880	
Mannes C of Music	3,000	4,050	
Marist C	3,240	4,000	
Marymount C	3,660	4,410	
Marymount Manhattan C	2,840	3,200	
Mater Dei C	1,707	2,258	
Medaille C	2,800	3,060	
Mercy Hosp Sch of Radiography	600	800	
Midtown Sch of Bus	2,170	2,755	
Misericordia Hosp Sch of Nursing	*	2,710	
Sch of Rad	*	2,500	
Mohawk Beauty Culture Sch	1,275	1,275	
Mohawk Valley CC	825	975	900
Molloy C	*	3,500	
Monroe Bus Inst	2,700	3,525	
Monroe CC	850	900	900
Mount St Mary C	3,350	3,350	
Mount Vernon Hosp Sch of Nursing	*	1,365	
Nassau CC	1,000	900	900
Nazareth C of Roch	3,450	3,750	
New London Acad of Hairdrssng & Cosmetlgy	*	1,520	
New School for Social Research	3,760	4,180	
New York Food & Hotel Mgmt Sch	*	2,925	
New York Sch of Dog Grooming	1,675	1,675	
New York Sch of Interior Design	2,610	3,100	
New York U	4,950	5,820	
Niagara Co CC	850	850	850
Niagara U	3,420	3,690	
Nc Country CC	900	900	790
Nyack C	2,700	3,395	
Onondaga CC	870	870	870
Orange Co CC	900	900	900
Pace U			
New York City	3,444	3,848	
C of White Plains	3,444	3,848	
Pleasantville/Briarcliff	3,444	3,848	
Parsons Sch of Design	4,400	4,500	
Paul Smith's C	2,540	2,740	
Peninsula Hos Ctr Sch of Rad Tech	800	1,000	
Polytechnic Inst of NY	*	5,500	
Powelson Bus Inst	2,385	2,765	
Pratt Inst	4,470	5,010	
Printing Trades Sch	*	4,400	
Rensselaer Poly Inst	5,620	6,715	
Robt Fiance Hair Design Inst Bronx	2,780	3,000	
Roberts Wesleyan C	3,200	3,596	
Rochester Bus Inst	1,995	2,250	
Rochester Inst of Tech	3,941	4,503	
Rockland CC	806	910	860
Russell Sage C	4,285	4,785	
Sarah Lawrence C	6,250	7,250	
Schenectady Co CC	835	923	840
Skidmore C	5,430	6,390	
So Nassau Comm Hosp Sch Rad Tech	600	600	
St Elizabeth Hosp Sch of Nursing	2,430	2,430	
St Francis C	2,500	2,800	
St John Fisher C	3,415	4,166	
St John's Rvrside Hosp Cochran Sch of Nrsng	2,340	2,175	
St John's U	3,030	3,180	
St Joseph's C	2,360	2,700	
Suffolk	2,350	2,510	
St Joseph's Hosp Sch of Nursing	1,630	1,683	
St Lawrence U	4,405	5,745	
St Luke's Mem Hosp Cntr Sch of Med Rad	*	1,300	
St Thomas Aquinas C	2,375	2,600	
St Vincent's Hosp Sch of Nursing	*	1,100	
State U of New York			
A&T C at Alfred	1,055	1,155	600
A&T C at Delhi	1,005	1,233	700
A&T C at Farmingdale	1,025	1,175	600
A&T C at Morrisville	,140	1,180	600
Albany	1,110	1,300	700
Binghamton	925	1,171	700
Buffalo	1,068	1,229	700
C at Brockport	995	1,145	600
State U of New York			
C at Buffalo	995	1,152	700
C at Cortland	995	1,005	600
C of Environmental Sci & Forestry	990	1,150	600
C at Fredonia	925	1,075	600
C at Geneseo	1,005	1,175	600
C at New Paltz	950	1,315	700
C at Old Westbury	900	1,110	700
C at Oneonta	962	1,050	600
C at Plattsburgh	1,005	1,115	700
C at Potsdam	925	1,155	650
C at Purchase	1,000	1,185	700
C of Tech Utca-Rome	1,020	1,215	750
Downstate Med Ctr	980	1,130	600
Health Sciences Ctr Stony Brook	925	1,050	700
Maritime C	1,000	1,175	
at Oswego		1,150	700
Upstate Med Ctr	980	1,130	600
Sullivan County CC	914	986	850
Sutton Secrtl Sch	2,100	2,250	
Syracuse U	5,100	5,400	
Tech Career Insts	2,800	3,200	
Tobe-Coburn Sch for Fashion Careers	2,800	4,200	
Tompkins-Cortland CC	800	925	875
Touro C	3,105	3,290	
Traphagen Sch of Fash	*	2,680	
Trocaire C	2,250	2,500	
Ulster Co CC	888	930	900
Union C	5,520	6,399	
U of Rochester	5,560	6,169	
Utica Career Inst	1,360	1,360	

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
NEW YORK—Continued			
Utica C of Syracuse U	3,700	4,400	
Utica Sch of Commerce	2,100	2,100	
Vassar C	5,583	6,618	
Wadhams Hall Sem-C	2,000	2,100	
Wells C	5,300	6,050	
Westchester CC	806	922	800
William Smith C	5,300	6,400	
Wood Sch	2,675	3,200	
Word of Life Bib Inst	*	1,647	
NORTH CAROLINA			
Atlantic Christian C	2,215	2,516	
Barber-Scotia C	3,203	3,993	
Beaufort Co CC	156	156	636
Belmont Abbey C	2,007	3,170	
Bennett C	2,150	2,300	
Bladen Tech C	138	138	477
Blue Ridge Tech C	172	172	636
Brevard C	2,275	2,230	200
Caldwell CC, Tech Inst	132	132	477
Campbell U	3,018	3,065	100
Cape Fear Tech Inst	132	132	477
Cartaret Tech C	486	126	486
Catawba C	*	3,347	
Catawba Valley Tech C	156	156	480
Central Carolina Tech C	135	174	636
Central Piedmont CC	117	117	477
Chowan C	1,910	2,180	
Coastal Carolina CC	132	132	477
C of the Albemarle	145	145	477
Craven CC	135	144	477
Davidson C	4,185	4,900	
Davidson Co CC	140	140	477
Duke U	5,055	5,784	
Durham Tech Inst	168	168	636
Edgecombe Tech C	*	126	486
Elon C	2,290	2,490	
Fayetteville St U	741	612	1,502
Fayetteville Tech Inst	117	117	478
Forsyth Tech Inst	126	126	477
Gardner-Webb C	2,650	2,960	
Gaston C	139	139	477
Greensboro C	2,885	3,100	
Guilford C	3,545	3,860	
Guilford Tech Inst	156	117	477
Halifax CC	132	171	636
Hardbarger JC	*	2,056	
Haywood Tech C	168		477
High Point C	2,610	3,050	
Isothermal CC	147	147	447
Jefferson C	*	1,800	
John Wesley C	*	1,574	
Johnson C Smith U	2,074	2,482	
Lees-McRae C	2,038	2,247	
Lenoir CC	145	144	477
Lenoir-Rhyne C	2,800	3,465	
Louisburg C	2,041	2,460	
Mars Hill C	2,800	3,170	
Martin CC	132	132	477
Mayland Tech C	132	132	477
McDowell Tech C	176	176	636
Meredith C	2,500	2,750	
Methodist C	2,400	2,870	
Montgomery Tech Inst	172	172	636
Montreat-Anderson C	2,080	2,350	
Moses H Cone Mem Hosp Rad Tech	600	94	
Mount Olive C	1,750	2,250	
Nash Tech Inst	180	126	477
N Carolina St U	582	586	1,712
N Carolina Wesleyan C	2,530	3,240	
Pamlico Tech C	176	176	616
Peace C	1,890	2,140	
Pembroke St U	470	500	1,490
Pfeiffer C	2,730	3,025	
Piedmont Aerospace Inst	2,301	2,421	
Piedmont Bible C	1,650	1,970	
Piedmont Tech C	180	188	636
Pitt CC	135	139	455
Queens C	3,396	3,750	
Rex Hosp Sch of Med Tech	700	600	
Richmond Tech Inst	135	135	477
Roanoke Bible C	928	1,225	
Roanoke-Chowan Tech Inst	132	132	477
Sacred Heart C	2,564	2,900	
St Andrews Presby C	*	3,950	
St Mary's C	2,933	3,145	
Salem C	*	3,925	
Sandhills CC	183	183	636
Southwestern Tech Inst	178	178	636
Surry CC	135	135	459
Tech C of Alamance	168	168	468
Tri-County CC	*	164	636
U of North Carolina Chapel Hill	599	625	1,710
Wilmington	470	582	1,755
Vance-Granville CC	132	176	812
Wake Forest U	3,600	4,100	
Wake Tech C	180	180	636
Warren Wilson C	3,110	3,510	
Wayne CC	135	135	477
Western Piedmont CC	135	135	477
Wilkes CC	143	143	477
Winston-Salem St U	627	637	1,529
NORTH DAKOTA			
Bismarck JC	715	715	345
Dickinson St C		1659	561
Hairdesigners Acad	1,090	1,350	
Jamestown C	3,300	3,900	
Josef's Sch Hair Des	*	1,120	
Mary C	*	2,580	
Mayville St C	589	654	561
N D St Sch of Science	534	584	561
North Dakota St U	633	733	768
Bottineau Branch & Inst of Forestry	600	600	560
Standing Rock CC	*	750	
Trinity Bib Inst	1,679	1,858	
U of North Dakota Grand Forks	645	766	768
Williston	786	786	768
OHIO			
AIRCO Tech Inst	*	3,640	
Akron Sch of Prac Nursing	1,200	1,200	
Antioch C	5,640	6,320	
Art Acad of Cincinnati	2,475	2,797	
Ashland C	3,782	4,626	
Baldwin-Wallace C	4,323	4,755	
Belmont Tech C	660	660	75
Bethesda Hosp Sch of Nursing	1,743	2,150	
Bluffton C	3,211	3,960	
Boardman Bty Sch	*	1,900	
Borromeo C of Ohio	2,375	2,600	
Campbell C	*	3,040	
Capital U	4,280	4,720	
Case Wstrn Reserve U	5,006	5,640	
Central St U	833	1,035	840
Chatfield C	1,275	1,330	
Children's Hosp Med Ctr	*	600	
Choffin Sch Prac Nrsng	1,200	1,200	500

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
OHIO—Continued			
Christ Hosp Sch of Nursing	1,512	1,637	468
Cincinnati Bible Sem	1,500	1,509	
Cincinnati Tech C	950	1,194	520
Circleville Bib C	*	1,920	
Clark Tech C	675	936	810
Cleveland C of Jewish Studies	*	520	
Cleveland Inst of Art	3,090	3,180	
Cleveland Inst of Music	4,525	5,050	
C of Mt St. Joseph on the Ohio	2,624	3,296	
Columbus C Art & Des	3,200	3,574	
Cuyahoga CC Eastern	585	585	765
Western	585	1,020	765
Dayton Sch of Prac Nursing	*	650	
Deaconess Hosp Sch of Nursing	2,055	2,310	
Defiance C	3,600	4,090	
Denison U	5,165	5,990	
Fairview Gen Hosp Sch of Nursing	*	735	
Findlay C	3,240	3,596	
Gods Bible Sch & C	860	960	
Good Samaritan Hosp Sch of Nursing	854	2,062	
Heidelberg C	4,430	4,940	
Hiram C	4,197	5,237	
Hocking Tech C	645	699	699
Jane Addams Sch of Prac Nursing	*	1,000	
Jefferson Tech C	315	420	210
John Carroll U	3,200	3,600	
Kenyon C	5,435	6,300	
Kettring C of Med Arts	1,750	1,900	
Lourdes C	1,300	1,600	
Malone C	3,361	3,934	
Marietta C	4,400	5,100	
Marion Tech C	720	900	1,080
Massillon Com Hosp Sch of Nrsng	1,933	2,080	
Miami Valley Hosp Sch of Nursing	1,989	2,261	1,320
Miami-Jacobs JC Bus	2,235	2,235	
Mt Union C	3,900	5,040	
Mt Vern Nazarene C	2,340	2,644	
Muskingum C	4,337	5,010	
North Central Tech C	845	900	810
Northwest Tech C	747	864	792
Northwestern Bus C	2,450	2,615	
Notre Dame C of Ohio	2,375	2,824	
Nuclear Med Inst of Hillcrest Hosp	*	2,500	
Oberlin C	4,924	6,874	
Ohio Diesel Tech Inst	3,340	3,000	
Ohio Dominican C	3,280	3,620	
Ohio Inst of Photography	*	3,168	
Ohio Inst of Tech	2,425	2,425	
Ohio Northern U	3,276	4,125	
Ohio U Lancaster	1,005	1,115	1,575
Zanesville	1,005	1,110	1,575
Ohio Wesleyan U	4,750	5,550	
Otterbein C	*	4,872	
Owens Tech C	*	744	548
Pontif C Josephinum	2,145	2,400	
Progress Fashion Sch	3,850	3,850	
Providence Hospital Sch of Nursing	1,985	2,245	
Rio Grande C & CC	*	762	1,878
St Alexis Hosp Sch Of Nursing	1,050	1,050	
St Eliz Hosp Med Ctr Sch of Nursing	1,155	1,000	648
St Luke's Hosp of United Meth Church	*	500	
St Vincent Hosp Sch of Nursing	1,655	2,000	
Sandusky Sch of Prac Nursng	*	925	85
Sinclair CC	540	630	315
Southern St CC	740	1,215	225
Stark Tech C	525	855	935
Technichron Voc Inst	*	3,142	
Terra Tech C	*	750	1,515
Tiffin U	1,900	2,160	
Toledo Hosp Sch of Nursing	1,687	2,136	619
United Electronics Inst	*	3,724	
U of Akron	990	1,080	1,416
U of Cincinnati	1,005	1,164	1,569
Clermont	1,005	1,164	1,569
Gen & Tech C	*	1,356	1,842
Raymond Walters C	3,044	3,340	
U of Dayton	*	2,860	
U of Steubenville	972	1,017	1,455
U of Toledo	2,535	2,982	
Urbana C	2,300	2,830	
Ursuline C	2,700	2,784	
Walsh C	*	1,820	
Washington Bty Acad	2,500	2,560	
Wilberforce U	3,045	3,345	
Wilmington C	4,620	4,688	
Wittenberg U	1,005	1,278	1,170
Wright State U	*	1,228	1,170
Western Ohio	3,240	3,700	
Xavier U	855	915	720
Youngstown St U			
OKLAHOMA			
Bartlesville Wesleyan C	2,450	2,730	
Cameron U	475	475	725
Central St U	413	450	600
Connors St C	308	348	532
East Central Okla St U	400	450	600
El Reno JC	300	300	233
Grt Plains Area V-T Ctr	*	400	
Hillsdale Free Will Baptist C	1,120	1,125	
Langston U	426	432	644
Midwest Christian C	1,026	1,200	
Okla Baptist U	1,750	2,100	100
Okla Christian C	1,727	1,950	
Okla City U	1,910	2,386	
Okla Panhandle St U	470	439	645
Okla St U Tech Inst	502	502	862
Oral Roberts U	3,010	3,360	
Oscar Rose JC	278	300	533
St Anthony Hosp Sch of Nursing	989	840	
St Gregory's C	*	1,650	
Sayre JC	300	300	525
South Okla City JC	285	308	780
S'eastern Okla St U	400	460	678
S'western Okla State U	410	410	600
Spartan Sch of Aeronautics	2,520	7,101	
Tulsa JC	270	330	368
U of Oklahoma	538	575	990
Health Sciences Ctr	555	555	997
U of Tulsa	2,510	2,760	
Virgil's Beauty C	810	900	
W Okla Area V-T Ctr	500	500	600
Western Okla St C	325	330	533
OREGON			
Bassist C	*	3,650	
Blue Mountain CC	411	468	1,332

	1980-81	1981-82	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
OREGON—Continued			
Central Ore CC	132	480	1,938
Chemeketa CC	450	540	1,470
Bassist C	*	3,650	
Clackamas CC	405	510	1,350
Clatsop CC	396	396	1,800
Columbia Christian C	2,337	2,462	
Concordia C	2,515	2,980	
Court Reporting Inst	1,900	2,160	
George Fox C	3,700	4,160	
Judson Baptist C	2,850	3,150	
Lane CC	495	532	1,782
Lewis & Clark C	4,921	5,620	
Linfield C	3,805	4,030	
Merritt Davis Bus C	2,795	3,045	
Modern Beauty C	2,075	1,694	
Mt Angel Sem	1,650	1,725	
Mount Hood CC	417	555	1,800
Multnomah Sch of the Bible	2,410	2,760	
Museum Art Sch	2,530	3,000	
Northwest Christian C	1,700	3,000	
Northwestern C of Bus	2,795	3,045	
Ore Polytech Inst	2,095	2,365	
Pacific U	4,410	5,000	
Portland CC	432	473	2,002
Reed C	5,490	6,400	
Sacred Heart General Hosp	900	675	
Southern Oregon St C	867	1,020	2,220
Southwestern Ore CC	420	450	900
Treasure Valley CC	432	570	570
Umpqua CC	450	576	2,100
U of Portland	3,453	3,990	
Warner Pacific C	2,985	3,375	
Western Baptist C	2,667	3,505	
Western States Chiropractic C	*	3,657	
Willamette U	4,184	4,934	
PENNSYLVANIA			
Abington Mem Hosp Sch of Nursing	*	1,962	
Acad of New Church	1,162	1,437	
Albert Einstein Med Ctr Sch of Nursing	*	1,631	
Albright C	4,180	4,800	
Allegheny C	4,300	4,950	
Allentown Bus Sch	1,645	2,100	
Allentown C of St Francis de Sales	3,330	3,670	
Alvernia C	1,850	2,160	
Alvernia Sch of Practical Nursing	1,850	1,500	
Amer Inst of Drafting	2,990	2,475	
Antonelli Sch of Photography	2,720	2,628	
Ardom Bty Acad	*	1,400	
Armstrng Co Mem Hosp Sch of Rad Tech	300	300	
Baptist Bible C	2,554	2,788	
Beaver C	4,420	4,970	
Berean Inst	693	1,095	
Bloomsburg St C	950	1,100	830
Bryn Mawr C	5,900	6,760	
Bucknell U	5,561	6,467	
Bucks County CC	672	672	1,776
Butler County CC	800	900	2,184
Cabrini C	3,100	3,740	
Cambria-Rowe Bus C	1,720	1,975	
Carlisle Hosp Sch Rad Tech	150	113	
Carlow C	3,785	4,294	
Carnegie-Mellon U	4,730	5,450	
Cedar Crest C	4,000	4,500	
Central Pa Bus Sch	*	2,150	
Chestnut Hill C		2,850	
Chestnut Hill Hospital Sch of Nursing	1,796	2,040	
Cheyney St C	530	550	415
Churchman Bus Sch	*	1,350	
Clarion St C	1,000	1,300	600
Venango	1,000	1,120	830
Clarissa Sch of Fash Design	2,300	2,550	
CC of Beaver County	750	750	1,800
Community Med Ctr Sch of Nursing	2,420	2,000	
Delaware Co CC	560	676	1,498
Dickinson C	4,945	5,915	
Drexel U	3,575	4,384	
DuBois Bus C	1,995	1,995	
Duff's Bus Inst	*	2,755	
Duquesne U	6,100	4,175	
Eastern C	3,800	4,290	
Edinboro St C	1,054	1,100	830
Elizabethtown C	3,825	4,365	
Episcopal Hosp Sch of Nursing	*	1,818	
Franco Beauty Acad New Kensington	1,400	1,500	
Franklin Hosp Sch of Rad Tech	*	225	
Franklin & Marshall C	4,950	5,650	
Geneva C	3,295	3,830	
Gettysburg C	4,720	5,300	
Greensbg Inst of Tech	2,570	2,615	
Grove City C	2,120	2,370	
Gwynedd Mercy C	2,850	3,000	
Harcum JC	2,490	2,770	
Harrisburg Hosp	*	375	
Haverford C	6,420	7,230	
Holy Family C	2,300	2,600	
Hussian Sch of Art	1,810	2,110	
ICM Sch of Bus	*	3,450	
Immaculata C	2,550	2,800	
Juniata C	4,065	4,740	
Keystone JC	2,530	3,446	
King's C	3,100	3,150	
Kutztown St C	1,052	1,100	830
La Roche C	2,450	2,750	
La Salle C	3,300	3,700	
Lafayette C	5,100	6,000	
Lancaster Bible C	2,400	2,564	
Lebanon Valley C	4,050	4,790	
Lehigh Co CC	890	1,020	2,210
Lehigh U	5,130	6,100	
Lincoln U	1,450	1,450	700
Lock Haven St C	1,062	1,100	830
Louise Suydam McClintic Sch of Nursing of St Marg Mem Hosp	*	1,365	
Luzerne County CC	880	880	1,815
Lycoming C	3,600	4,280	
Manor JC	2,250	2,760	
Marywood C	2,250	2,580	
Median Sch	*	3,338	
Memorial Hosp Roxbrgh Sch of Nursing	1,300	1,300	300
Mercy Hosp Sch of Nursing	2,200	1,675	
Mercyhurst C	3,300	3,667	
Messiah C	3,000	3,500	
Millersville St C	1,078	1,212	830
Miss Connie Kershaw's Bty Acad	*	1,836	
Montefiore Hosp Sch of Rad Tech	*	300	
Montgomery Co CC	750	820	1,640
Moore C of Art	3,700	4,000	
Moravian C	4,300	4,950	
Mount Aloysius JC	2,822	3,140	

	1980-81	1981-82	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
PENNSYLVANIA—Continued			
Muhlenberg C	4,300	5,150	
Nazareth Hosp Sch of Anesthesia for Nurses	*	160	
Neumann C	*	3,075	
New Castle Bus C	2,200	2,372	
New Sch of Music	2,935	3,335	
Northampton Co Area CC	780	960	1,980
NE Christian JC	2,080	2,528	
Peirce JC	2,435	2,890	
Pennco Tech Inst	*	2,681	
Pa Inst of Technology	2,465	2,880	
Philadelphia C of Art	4,500	5,110	
Philadelphia C of Bible	2,150	2,930	
Philadelphia C of Performing Arts	3,600	4,560	
Philadelphia C of Pharm & Science	3,100	4,000	
Textiles & Science	3,200	3,500	
Phila Printing Sch	2,890	4,020	
Pinebrook JC	2,045	2,200	
Point Park C	3,500	3,955	
Reading Area CC	513	750	1,500
RETS Electronic Sch	*	3,039	
Robert Morris C	2,220	2,460	
Robert Packer Hosp Sch of Nursing	1,845	1,970	
Rosedale Tech Inst	*	3,340	
Rosemont C	3,650	4,365	
St Francis C	3,100	3,810	
St Francis Hosp Sch of Nursing	*	2,752	
St Joseph's U	3,250	3,900	
St Vincent C	3,100	3,460	
Seton Hill C	3,200	3,600	
Shippensburg St C	1,254	1,414	940
Somerset Comm Hosp Sch of Rad	150	75	
Susquehanna U	4,185	4,750	
Swarthmore C	5,040	5,818	
Technician Trng Sch	3,050	3,050	
Thiel C	3,884	3,862	
Thomas Jefferson U C of Allied Health Sci	4,300	5,000	
Triangle Inst of Tech	*	4,935	
Uniontown Hosp Sch of Nursing	1,586	2,014	1,482
United Wesleyan C	2,250	2,780	
U of Pennsylvania	6,000	6,900	
U of Scranton	2,784	3,300	
Ursinus C	4,250	4,650	
Vly Frge Christian C	1,700	2,400	
Villa Maria C	2,750	3,350	
Villanova U	3,850	4,300	
Wash & Jeff C	4,715	5,310	
Waynesburg C	3,330	4,350	
Welder Training & Testing Inst	3,220	4,260	
West Chester St C	1,050	1,200	830
Westminster C	3,294	4,376	
Westmoreland Co CC	750	892	772
Widener C	*	4,635	
Williamsport Area CC	850	948	2,096
Wil-Mar C of Cosmet	*	2,300	
Wilson C	4,115	4,650	
York Academy of Arts	1,845	2,028	
York C of Pa	2,076	2,598	
RHODE ISLAND			
Barrington C	3,680	4,185	
Brown U	6,350	7,120	
Bryant C	2,850	3,475	
Johnson & Wales C	2,985	3,600	
New Eng Inst of Tech	2,755	3,240	
Providence C	3,342	4,617	
Rhode Island C	775	864	1,984
Rhode Island Hosp Sch of Resp Ther	*	975	
Rhode Island Trades Shops Sch	*	3,715	
SOUTH CAROLINA			
Allen U	2,100	2,310	
Anderson C	*	2,220	
Benedict C	2,084	2,284	
Central Wesleyan C	2,784	3,200	
Chesterfield-Marlboro Tech C	125	375	
Claflin C	2,452	2,452	
Clemson U	984	1,210	1,278
Clinton JC	*	650	
Coker C	2,655	3,580	
Columbia Bible C	1,892	2,392	
Columbia C	2,800	3,300	
Columbia JC of Bus	1,200	1,200	
Denmark Tech C	500	500	200
Erskine C	3,270	3,750	
Florence-Darlington Tech C	115	450	300
Francis Marion C	590	660	620
Friendship C	1,250	1,250	
Furman U	3,360	3,882	
Limestone C	3,125	3,470	
Midlands Tech C	470	476	450
Newberry C	4,350	3,665	
North Greenville C	2,000	2,217	
Orangeburg-Calhoun Tech C	330	405	204
Rutledge C	1,800	1,800	
Simon Sch of Hr Des	*	1,500	
Spartanbg Methodist C	2,000	2,300	
Tri-County Tech C	356	407	407
Trident Tech C	330	390	390
U of South Carolina	890	1,040	1,180
Aiken	710	770	990
Beaufort	*	770	990
Coastal Carolina C	710	770	990
Lancaster	710	770	990
Salkehatchie	*	770	990
Spartanburg	710	770	990
Sumter	700	770	990
Voorhees C	2,118	2,329	
Wofford C	3,455	3,945	
SOUTH DAKOTA			
Augustana C	3,650	4,117	
Black Hills St C	794	926	752
CC of N Centrl U Ctr	*	1,780	
Dakota St C	760	905	753
Dakota Wesleyan U	2,290	3,065	
Freeman JC	2,000	2,200	
Huron C	2,810	3,135	
Mount Marty C	2,700	3,370	
National C	3,000	3,300	
Nettleton C		2,395	
Northern St C	617	689	804
Presentation C	2,300	2,520	
Rapid City Reg Hosp Sch of Nursing	1,379	1,200	893
Sioux Falls C	2,975	3,240	
SD Sch of Mines & Tech	910	920	895
Stenotype Inst of SD	3,700	2,993	
Stewart Sch of Hairstyling Aberdeen	593	1,673	
Sioux Falls	*	1,925	
U of South Dakota Springfield	734	817	690
Yankton C	3,135	3,260	

	1980-81	1981-82	
	Tuition and fees	Tuition and fees	Added out-of-state tuition
TENNESSEE			
American Bapt C of ABT Sem	*	1,014	
Belmont C	2,050	2,300	
Bethel C	1,800	1,980	
Bryan C	2,300	2,500	
Carson-Newman C	2,200	2,600	100
Christian Bros C	*	3,050	
Columbia St CC	324	390	1,530
Cumberland C	1,700	2,000	
Cumberland Sch of Med Tech	*	2,250	
David Lipscomb C	1,880	2,205	
Free Will Bapt Bible C	2,984	1,600	
Freed-Hardeman C	2,025	2,450	
Johnson Bible C	1,090	1,280	
King C	2,910	3,125	
Knoxville Bus C	1,728	1,728	
Lambuth C	2,430	2,730	
Lee C	1,855	2,006	
LeMoyne-Owen C	*	1,860	
Lincoln Memorial U	1,920	2,060	
Martin C	1,450	1,700	
Maryville C	3,185	3,520	
McKenzie C	1,575	1,920	
McMinnville Sch of Cosmetology	*	1,000	
Memphis Academy of Arts	2,000	2,430	
Memphis Sch of Commerce	*	1,850	
Middle Tenn Bty Sch	*	1,000	
Milligan C	2,300	2,824	
Motlow St CC	292	390	1,470
Nashville Auto Diesel C	3,695	3,695	
Nashville St Tech Inst	255	315	1,290
Southern Missionary C	3,200	3,780	
Southwestern at Memphis	4,000	4,500	
State Tech Inst Memphis	225	300	1,524
Tenn Inst of Electronics	*	1,856	
Tenn Sch of Beauty Knoxville	1,000	1,200	
Tennessee St U	554	582	1,224
Tennessee Tech U	525	615	1,350
Tennessee Temple U	1,735	1,950	
Tennessee Wesleyan C	2,160	2,400	
Tomlinson C	1,475	1,710	
Trevecca Nazarene C	2,430	2,607	
Tri-Cities St Tech Inst	255	390	1,400
Union U	1,900	2,050	
U of Tennessee Knoxville	597	657	1,224
Vanderbilt U	4,795	5,420	
West Tenn Bus C	2,340	1,830	
Wm R Moore Sch of Tech	550	550	
TEXAS			
Abilene Christian U	2,240	2,250	
A&C C of Bty: Del Rio	*	1,195	
Amarillo C	170	170	360
American Tech U	1,370	1,800	
Angelina C	230	252	280
Angelo St U	400	400	1,080
Audie & Joice Sch of Hair Design	1,140	1,140	
Austin C	3,300	3,600	
Austin CC	312	312	648
Baylor U	2,220	2,522	
Bee County C	300	222	978
Brazosport C	130	130	400
Cedar Vly C	*	240	1,010
Central Texas C	100	234	466
Clarendon C	210	310	650
C of the Mainland	135	135	300
Concordia Lutheran C	1,750	1,950	
Conlee's C of Cosmtlgy	1,300	1,600	
Cooke Co C	250	250	225
Corpus Christi St U	396	396	1,116
Dallas Baptist C	1,800	1,300	
Dallas Bible C	1,840	2,097	
Dallas Christ C	*	1,350	
Del Mar C	144	230	370
DeVry Inst of Tech	2,425	2,680	
Durham Bus C	*	2,195	
East Texas Baptist C	1,610	1,770	
Eastfield C	174	240	1,010
El Centro C	156	240	1,010
El Paso Co CC	205	295	905
Franklin Bty Sch	*	1,400	
Grayson Co C	210	210	490
Gulf-Coast Bible C	1,950	2,212	
Hardin-Simmons U	1,760	2,460	
Hill JC	500	500	750
Houston Baptist U	2,345	2,441	
Houston CC	414	558	944
Howard C at Big Spring	*	250	250
Howard Payne U	1,650	1,800	
Huston-Tillotson C	*	2,190	
Incarnate Word C	2,627	3,021	
Jacki Nell Exec Sec Sch	*	2,150	
Jacksonville C	600	1,320	
Lamar U	451	451	1,320
Laredo St U	244	244	860
Lee C	150	150	305
LeTourneau C	2,550	2,650	
Lon Morris C	1,820	1,900	
Lubbock Christian C	1,650	2,250	
Mannequin Manor Fash Merchandising Sch	2,350	2,525	
McLennan CC	240	240	480
McMurry C	1,990	2,410	
Memorial Hosp System Sch of Rad Tech	*	50	
Miss Wade's Fashion Merchandising C	3,000	3,300	
Mr Tomie's Sch of Cosmetology	*	810	
Navarro C	350	380	990
Our Lady of Lake U	2,350	2,800	
Panola JC	180	180	280
Paul Quinn C	*	1,920	
Rice U	3,050	3,400	
Richland C	210	240	1,010
Sam Houston St U	332	332	1,200
San Antonio C	77	160	400
San Antonio C of Med & Dent Assts	1,800	1,980	
San Jacinto C Central Campus	160	160	270
North Campus	160	160	240
Schreiner C	2,456	2,520	
South Plains C	*	300	250
Southern Bible C	1,810	2,025	
Southern Meth U	3,920	4,940	
Southwest Texas St U	450	450	1,080
SW Adventist C	3,753	4,140	
Southwestern JC	1,275	1,852	
Southwestern U	2,600	3,000	
St Edward's U	2,242	2,840	
Stephen F Austin St U	420	480	1,260
Temple JC	*	300	250
Texarkana CC	284	284	304
Texas A&M U	450	450	1,080
Galveston	222	372	1,260
Texas Christian U	*	3,300	
Texas C	*	2,048	
Texas Inst	*	3,350	

Continued on Following Page

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ERNEST L. BOYER, President, The Carnegie Foundation for the Advancement of Teaching, and co-author of *A Quest for Common Learning,* the essay that provided the focus for the colloquium

FRED HECHINGER, President, The New York Times Company Foundation

ROSABETH MOSS KANTER, Professor of Sociology, Yale University

ARTHUR LEVINE, Senior Fellow, The Carnegie Foundation for the Advancement of Teaching, and co-author of *A Quest for Common Learning*

FREDERICK RUDOLPH, Mark Hopkins Professor of History, Williams College

LEWIS THOMAS, M.D., Chancellor, The Memorial Sloan Kettering Cancer Research Center

The entire event was recorded by the WGBH Educational Foundation, and a 45-minute, ¾-inch videocassette entitled *Quest for Common Learning* is now available. Imaginatively edited, this documentary highlights important issues raised by the current general education revival and presents excerpts from remarks of the principal speakers, audience discussion, and informal conversations.

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Tuition

Continued from Preceding Page

	1980-81 Tuition and fees	1981-82 Tuition and fees	1981-82 Added out-of-state tuition
TEXAS—Continued			
Texas Lutheran C	*	2,550	
Texas Southmost C	256	256	862
Texas St Tech Inst			
Amarillo	270	340	720
Waco Campus	240	240	480
Texas Tech U	412	432	1,100
Texas Wesleyan C	2,050	2,900	
Trinity U	3,109	3,627	
U of Houston			
Clear Lake City	400	400	1,050
Victoria	240	240	860
U of Mary Hardin-Baylor	*	1,940	
U of St Thomas	2,400	2,700	
U of Texas			
Austin	520	420	1,506
El Paso	314	360	1,080
San Antonio	*	420	1,080
Tyler	380	410	1,080
Vernon Regional JC	120	220	1,080
Victoria C	160	160	370
Wayland Baptist U	*	1,700	
Weatherford C	*	200	300
West Texas St U	402	402	1,080
Western Texas C	250	250	280
Wharton Co JC	278	250	1,200
Wiley C	2,190	2,380	
UTAH			
Bridgerland Area			
Voc Ctr	195	255	383
Brigham Young U	970	1,090	
Bryman Sch	2,645	2,945	
Dixie C	513	552	717
Hollywood Bty C	*	630	
Snow C	528	630	870
Utah St U	651	780	1,317
Utah Tech C			
Provo	513	570	870
Salt Lake City	471	535	965
Westminster C	2,490	3,400	
VERMONT			
Bennington C	7,380	8,260	
Castleton St C	1,124	1,407	1,820
Champlain C	2,850	3,250	
Ethan Allen CC	600	810	
Green Mountain C	3,900	4,680	
Lyndon St C	1,126	1,239	1,797
Marlboro C	4,580	5,890	
Middlebury C	6,486	8,023	
St Michael's C	3,812	4,680	
Sch for Intl Training	4,585	5,025	
Southern Vermont C	2,550	3,000	
Trinity C	3,260	3,640	
VIRGINIA			
Alexandria Hosp Sch of Nursing	1,440	1,809	351
Blue Ridge CC	303	346	799
Bluefield C	1,615	1,760	
Bridgewater C	3,160	3,650	
Cntrl Sch of Pract Nursing	*	375	72
Central Virginia CC	300	342	798
Christopher Newport C	970	1,010	450
Clinch Vly C of U of Va	*	750	360
C of William & Mary	1,076	1,334	2,034
Cmmnty Hosp of Roanoke Vly Sch of Nursing	*	365	
Dabney Lancaster CC	303	342	798
Danville CC	340	384	900
Eastern Mennonite C	3,360	3,831	
Eastern Shore CC	305	347	798
Emory & Henry C	2,535	2,874	
Ferrum C	*	3,005	
George Mason U	804	1,008	864
Germanna CC	300	384	900
Hampden-Sydney C	4,300	5,040	
Hollins C	4,800	5,520	
JS Reynolds CC	300	342	798
James Madison U	1,026	1,210	720
John Tyler CC	305	342	798
Liberty Baptist C	1,670	1,870	
Longwood C	1,114	1,390	500
Lynchburg C	3,450	4,200	
Mary Baldwin C	*	4,295	
Mary Washington C	870	958	846
Morven Park Int'l Equestrian Inst	*	4,874	
Mountain Empire CC	300	342	798
New River CC	305	347	793
Norfolk General Hospital Sch Prof Nursing	1,174	1,540	
Northern Virginia CC	300	384	900
Old Dominion U	840	1,066	696
Paul D Camp CC	305	342	798
Piedmont Va CC	300	384	900
Portsmouth Gen Hosp Sch of Nursing	1,355	1,355	
Portsmouth Sch of Lab Tech	*	125	
Radford U	945	1,035	600
Randolph-Macon C	3,870	4,450	
Randolph-Macon Woman's C	4,560	5,100	
VIRGINIA—Continued			
Richmond Public Sch of Practical Nursing	200	300	
Riverside Hosp Sch Prof Nursing	942	942	
Roanoke C	3,600	4,100	
Roanoke Mem Hosp Sch of Nursing	700	718	705
Shenandoah C and Cons of Music	2,500	3,200	
Southern Seminary JC	3,100	3,950	
Southside Virginia CC	304	346	798
Southwest Va CC	305	342	798
Sweet Briar C	4,600	6,010	
Thomas Nelson CC	300	342	798
Tidewater CC	300	342	798
U of Richmond	4,100	4,845	
U of Virginia			
Charlottesville	909	1,110	1,480
Virginia Intermont C	2,865	3,050	
Virginia Military Inst	700	780	1,320
Virginia Sch of Hair Des	*	840	
Virginia St U	979	979	575
Virginia Wesleyan C	3,175	3,700	
Virginia Western CC	342	342	798
Washington Bus Sch of No Va	*	3,800	
Washington & Lee U	4,050	4,855	
Watson's Beauty Sch	1,400	1,400	
Winchester Mem Hosp Sch of Rad Tech	1,500	1,500	
Wytheville CC	305	342	798
WASHINGTON			
Bellevue CC	318	465	1,360
Big Bend CC	325	471	1,359
Capitol Bus C	2,795	3,045	
Center for Urban Studies	*	618	
Central Washington U	618	735	1,659
Centralia C	306	480	800
Chase Bus C	2,795	3,045	
Cornish Inst	2,135	3,190	
Eastern Wash U	618	735	1,659
Edmonds CC	306	390	1,023
Everett CC	306	390	1,023
Evergreen St C	618	735	1,659
Fort Steilacoom CC	327	450	1,359
Fort Wright C	2,800	3,200	
Gonzaga U	3,421	4,040	
Grays Harbor C	312	402	1,437
Green River CC	306	471	1,359
Griffin C	2,635	1,860	
Kinman Bus U	2,795	3,045	
Lake Washington V-T Inst	*	432	
Longview Bus C	2,795	3,045	
Lower Columbia C	309	507	1,518
Luth Bible Inst	1,913	2,007	
Modern Bus C	2,795	3,045	
Olympia Tech CC	350	480	1,260
Olympic C	306	465	1,360
Pacific Lutheran U	4,000	4,380	
Peninsula C	309	306	882
Puget Sound C of the Bible	1,902	2,000	
Ron Bailie Sch of Broadcast	3,990	4,490	
St Martin's C	2,950	4,312	
Seattle Opportunity Industrialization Ctr	2,700	3,500	
Seattle Pacific U	3,370	4,002	
Seattle U	3,555	4,275	
Shoreline CC	300	455	1,360
Skagit Bus C	2,300	2,500	
Skagit Valley C	306	471	1,359
So Seattle CC	*	320	920
Spokane Tech Inst	2,600	3,465	
Tacoma CC	*	461	1,359
U of Puget Sound	4,330	4,800	
U of Washington	687	918	2,370
Walla Walla C	4,200	4,695	
Walla Walla CC	306	471	1,359
Wenatchee Valley C	324	471	1,359
Western Washington U	618	867	2,043
Whitman C	4,510	5,150	
Whitworth C	4,158	4,683	
Yakima Bus C	2,795	3,045	
Yakima Valley CC	306	471	1,359
WEST VIRGINIA			
Alderson-Broaddus C	2,678	3,460	
Appalachian Bible C	2,069	2,000	
Beckley C	*	864	
Bluefield St C	*	400	940
Concord C	368	368	941
Davis & Elkins C	3,600	4,030	
Glenville St C	330	364	940
Meredith Manor	*	6,852	
Ohio Valley C	1,800	2,074	
Ohio Valley Gen Hosp Sch of Nursing	1,435	1,435	
Parkersburg CC	142	336	448
Potomac St C of W Va	400	400	940
Salem C	3,060	3,370	
Shepherd C	366	600	1,000
Southern W Va CC Logan	284	284	940
Southern W Va CC Williamson	284	284	940
U of Charleston	2,150	2,700	
W Va Bus C	*	2,250	
W Va Northern CC	284	288	940
West Virginia U	492	628	1,080
W Va Wesleyan C	*	3,250	
Wheeling C	3,000	3,800	
WISCONSIN			
Acme Inst of Tech Hales Corners	*	3,709	
Manitowoc	4,473	3,709	
Alverno C	2,950	3,400	
Beloit C	5,180	5,765	
Blackhawk Tech Inst	490	540	1,800
Cardinal Stritch C	2,600	3,200	
Carroll C	4,416	5,010	
Carthage C	3,650	4,211	
Columbia Hosp Sch of Nursing	1,635	1,825	
Concordia C	2,450	2,950	
District One Tech Inst	490	540	2,010
Edgewood C	2,850	3,100	
Fox Valley Tech Inst	600	989	2,259
Holy Redeemer C	1,575	1,740	
Lakeland C	3,345	3,890	
Lakeshore Tech Inst	325	360	
Lawrence U	5,256	5,883	
Madison Business C	1,625	1,925	
Marquette U	3,640	4,010	
Mid-State Tech Inst	690	540	1,760
Milton C	3,300	3,300	
Milwauk Area Tech C	455	540	2,010
Milwaukee Sch of Engr	3,105	4,110	
Moraine Park Tech Inst Beaver Dam	415	415	1,225
Mount Mary C	2,550	2,900	
Mount Senario C	3,260	3,520	
North Central Tech Inst	490	431	2,259
Northland C	3,445	3,785	
Patricia Stevens Career C	*	3,690	
Ripon C	4,116	5,400	
St Agnes Hosp Rad Tech	200	200	
St Francis de Sales C	*	1,465	
St Mary's Hosp Med Ctr Sch of Rad Tech Madison	*	600	
Racine	*	1,000	
St Norbert C	3,475	3,970	
Silver Lake C	2,600	3,200	
Trans Amer Sch of Broadcasting	2,900	3,400	
U of Wis Center Sheboygan	820	890	2,180
U of Wisconsin			
Eau Claire	900	984	2,286
La Crosse	932	1,004	2,364
Madison	955	1,035	2,634
Platteville	863	1,022	2,300
Superior	895	1,000	2,325
Viterbo C	3,030	3,380	
Western Wis Tech Inst	*	431	2,270
Wis C of Cosmetology	1,400	1,400	
Wis Conserv of Mus	2,880	3,180	
Wis Indianhd Tech Inst Ashland	490	500	1,800
WYOMING			
Casper C	300	380	900
Central Wyoming C	314	312	
Eastern Wyoming C	300	330	200
Laramie Co CC	305	395	522
Northwest CC	300	390	460
Sheridan C	340	408	702
U of Wyoming	592	592	1,286
Western Wyoming CC	260	306	50
Wyo Tech Inst	3,290	3,790	
VIRGIN ISLANDS			
C of Virgin Islands	40	40	660
CANADA			
McGill U	*	4,128	
PUERTO RICO			
Amer C of P R	1,700	1,700	
Bayamon Ctrl U	1,500	1,500	
Caribbean U C	1,410	1,410	
Catholic U of P R	748	1,350	
Commcl Inst of P R JC	1,200	1,320	
Consv of Music of P R	210	210	
Elec Data Processing C of P R	1,260	1,380	
Huertas Business C	1,080	1,080	
Inter Amer U of P R			
Metropolitan Campus	1,286	1,450	
Regional Colleges	*	1,443	
Metropolitan U C	*	1,110	
Puerto Rico Barber C	*	1,208	
Puerto Rico JC	*	1,365	
U of Puerto Rico			
Humacao U C	*	175	175
Mayaguez	160	160	1,880
Medical Sciences	*	247	3,753
Rio Piedras	200	200	1,900
U of Sacred Heart	1,350	1,500	

Universities Granted Less than 31,000 Ph.D.'s in 1979-80, a Decline of 8.5 Pct. Since Peak

WASHINGTON

The decline of the doctoral degree continued during the academic year that ended June 30, 1980, the National Research Council reports.

The number of Ph.D.'s granted during the year was down 0.8 per cent from the previous year and down 8.5 per cent from the peak year of 1972-73.

Production of doctoral degrees climbed from 9,733 in 1960 to 33,756 in 1973, dropped to 30,866 in 1977-78, rose slightly, to 31,224, the following year, and declined to 30,982 in 1979-80.

The number of men receiving Ph.D.'s in 1979-80 was down 3.1 per cent from the previous year, while the number of women receiving doctorates increased by 5.1 per cent. Nearly 70 per cent of the doctoral degrees went to men in 1979-80.

Foreign students received 46 per cent of the doctoral degrees awarded in engineering and 36 per cent of the Ph.D.'s in agricultural sciences in 1979-80, according to the National Research Council. About 44 per cent of those students were from Asian countries.

In all, foreign students received nearly 5,000 of the 30,982 Ph.D.'s awarded in the United States in 1979-80.

Of the 1,286 foreign students with permanent visas, 87 per cent reported firm commitments to take jobs in the U.S. Of the 3,632 newly graduated Ph.D.'s holding temporary visas, about 26 per cent said they planned to take jobs in this country.

In the past 20 years, an increasing proportion of the men receiving Ph.D.'s in the U.S. have not been American citizens. At the same time, the proportion of non-Americans among the women receiving doctorates has declined, the Research Council reported.

Among those who received doctorates in 1960, the Research Council said, 12 per cent of the men and 11 per cent of the women were foreign nationals. In 1980, 19 per cent of the men and fewer than 9 per cent of the women were foreigners. —J.M.

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ndar of 1981-82 Academic Meetings: Page 25

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Volume XXIII, Number 2

News Summary

Articles on inside pages

The Administration will ask Congress, which reconvenes this week, to make further cuts in education programs. Story on Page 9.

Enforcement of civil-rights laws would be shifted to the Department of Justice under Education Secretary Terrel H. Bell's plans for dismantling his department. Story on Page 9.

Sociologists are increasingly concerned about the viability of their discipline. Story on Page 6.

Children may be just as competent as their parents in deciding whether to take part in scientific experiments, recent studies show. Story on Page 7.

Credit-hour production at U.S. colleges rose by 3.2 per cent for the year ending last June 30, according to a Chronicle Survey. Story on Page 4.

Anti-sex-bias laws don't apply to college sports programs receiving no direct federal aid, a U.S. judge has ruled. Story on Page 8.

University hospitals could lose revenues under a new law to hold down the cost of Medicaid. Story on Page 10.

David P. Gardner, the university president who heads a national commission on excellence in education, says he holds "traditional" views on universities. Story on Page 11.

Roundworms may be an effective weapon in the battle against Mediterranean fruit flies, Berkeley researchers say. Story on Page 3.

Publication of a compilation of U.S. foreign-policy records has been slowed by problems over declassification of documents. Story on Page 17.

Australian educators have united in a campaign to reverse a decline in government aid. Story on Page 15.

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Pentagon to Allot $319.5-Million for Basic Research at Universities

Officials expect rapid growth in spending to continue despite other defense cuts

By Kim McDonald

WASHINGTON

Oceanography, electronics, computer science, and research on new materials will be the chief beneficiaries of next year's big increase in Defense Department spending on basic research at universities.

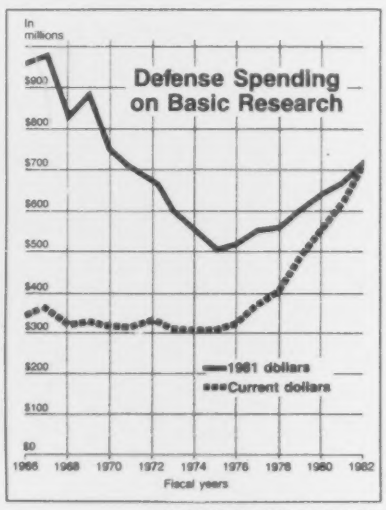
The Pentagon also plans to give universities money to replace outmoded laboratory equipment and is planning new and expanded fellowship programs.

While most other federal science programs have not kept pace with inflation, the Defense Department will sharply increase its spending on basic research in fiscal 1982, which begins October 1.

Although the Reagan Administration last week announced plans to cut defense spending in fiscal 1983 and 1984, Pentagon officials said research spending for fiscal 1982 would remain unchanged. The research budgets for 1983 and 1984 will not be known for some time, they said.

A 17-Pct. Increase

Pentagon officials estimate the military will spend $319.5-million during the next fiscal year for basic research at universities, an increase of 17 per cent over this year's expenditure of $258-million—even when allowing for inflation. In addition, based on a directive from Secretary of Defense Caspar W. Weinberger that the department place a high priority on basic research, they predict that this rapid growth will continue.



SOURCE: DEPARTMENT OF DEFENSE

"There's a movement now to re-establish our commitment with the universities, because we need them," said Jimmie R. Suttle, assistant director for research at the Defense Department. "One of our strongest bases for resources and people for the development of basic research is the university system. Since D.O.D. is one of the major users of technology, we have to take advantage of research capability where we find it."

Mr. Suttle said Pentagon officials had already reversed the decline in the military's relations with universities that began during the Vietnam War, when defense funds were directed away from university research and into the war effort. Defense support of basic research has more than doubled since 1975, the lowest point of support during the past 15 years, Pentagon figures show.

'Inadequate' Basic Research

The sharp increase in funds for university research planned for next year, Mr. Suttle said, is the result of the Defense Department's recognition of the importance of basic research to the technology-oriented military and of stemming manpower shortages in engineering and in scientific areas such as the nuclear and computer sciences.

"The national base of basic research is inadequate to meet future D.O.D. needs and substantial sustained real growth in

Continued on Page 13, Column 1

Colleges Could Be the Hardest Hit by Effects of New Tax Law on Gifts

By Jack Magarrell

WASHINGTON

Colleges and universities could be hit harder than any other kind of institution by the effects of the new income-tax law on gifts by individuals, according to a study by the Urban Institute here.

That is because most of the money given to higher education by individuals comes from people in the higher-income brackets. It is in those brackets that the reduction in tax incentives for charitable giving will be most pronounced, the institute's report says.

'Stringency and Strain'

The new law—officially, the Economic Recovery Tax Act of 1981—will discourage individual giving to nonprofit organizations just as those organizations face substantial reductions in funds received through federal programs, the authors of the study say.

The combined effects of the tax law and the budget cuts, they say, "promise to produce considerable stringency and strain for the nonprofit sector of American life, unless significant alterations occur in longstanding patterns of charitable giving."

Because the new law lowers tax rates, it reduces the incentive to make tax-deductible gifts. A taxpayer in the 40-per-cent tax bracket can give a charitable gift of $100 at an after-tax cost of only $60. If the same taxpayer's rate is reduced to 30 per cent, the after-tax cost of the $100 gift goes up to $70.

The tax law reduces the maximum tax rate on unearned income to 50 per cent from the previous 70 per cent, reduces individual tax rates generally by 25 per cent over a three-year period, and reduces capital-gains-tax rates to 20 per cent from 28 per cent.

The new law also contains provisions that could reduce incentives for charitable gifts by corporations and foundations and for bequests by individuals (*The Chronicle*, September 2). The possible effects of those changes were not considered in the Urban Institute's study.

The study was sponsored by Independent Sector, a coalition of foundations, corporations, and nonprofit organizations. The authors of the study are Lester M. Salamon, director of the institute's Center for Public Management and Economic Development Research, and Charles T. Clotfelter, associate professor of public-policy studies and economics at Duke University.

A Drop of $18-Billion

The institute estimates the new law will reduce giving by individuals during the four-year period 1981-84 by $18.3-billion in actual dollars or $9.9-billion after discounting the effects of inflation.

In that same period, according to the institute's estimates, the richest 15 per cent of the taxpayers would give 12.2 per cent less under the new tax law than they would have under the the old law, while the poorest 30 per cent would give 2.2 per cent

Continued on Page 12, Column 1

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1981

Colleges Increased 'Production' in 1980-81 by More than 3 Pct., Chronicle Survey Finds

Gains reported in credit hours of instruction, not just more part-timers

American colleges and universities increased their production—measured in credit hours of instruction—by more than 3 per cent during the year ending last June 30, according to the Chronicle Survey.

The increase in total credit hours indicates that the overall growth in college enrollment reported last fall was the kind of solid increase that puts money in the institutions' bank accounts. It was not just an illusion created by an influx of part-time students.

Part-timers played a substantial role in keeping enrollments up, but the 3.2-per-cent growth in the total number of credit hours means a corresponding growth in the number of full-time-equivalent students enrolled throughout the year.

518 Colleges Supply Data

The survey of credit-hour production was designed and conducted for *The Chronicle* by John Minter Associates, a research organization in Boulder, Colo., that specializes in higher-education studies. The survey data were gathered from 518 colleges and universities in a stratified random sample.

The increase of 3.2 per cent in full-time-equivalent students compares with an increase of 3.8 per cent in total, or "headcount," enrollment that the Chronicle Survey found in a national survey last fall.

Unlike the earlier reports, the enrollment survey based on 12 months' production of credit hours takes into account not only variations in the proportion of part-time students but also summer-session enrollment and changes in the number of students in fall and spring terms.

Tuition charges usually are based on the number of credit hours a student takes. In the case of public institutions, state appropriations usually are based in part on the number of full-time-equivalent students enrolled.

Definitions of what constitutes a full-time student vary from state to state and from institution to institution. W. John Minter, director of the Chronicle Survey, used 30 semester hours of credit during the year as the measure of a full-time undergraduate student. At the graduate and professional level, 24 credit hours a year were considered full time.

On this basis, the Chronicle Survey found, enrollment of full-time-equivalent students in undergraduate courses increased by 3.6 per cent in 1980-81, compared with 1979-80. The largest part of the undergraduate increase was in lower-division courses—those ordinarily taken by freshmen and sophomores. Enrollment of full-time-equivalent students in lower-division courses rose by 4.1 per cent, compared with a 2.5-per-cent increase in junior and senior courses.

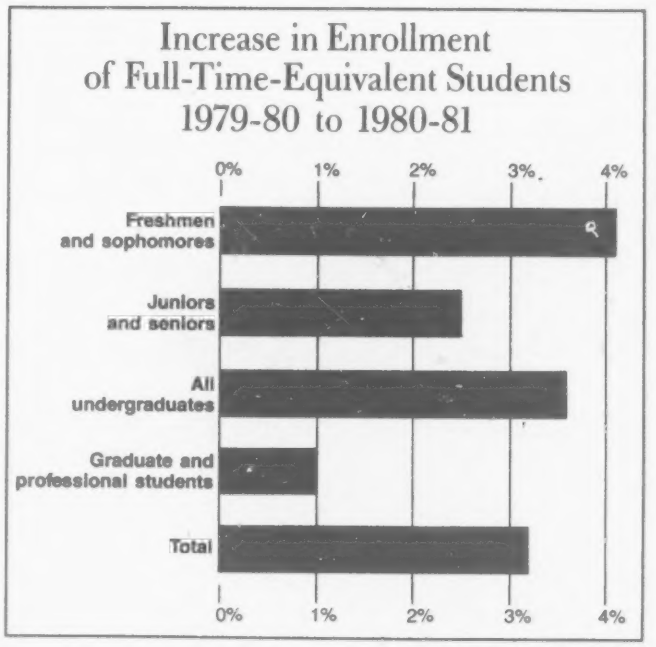
Graduate enrollment, on a full-time-equivalent basis, increased by only 1 per cent in the year that ended on June 30, compared with the previous year.

2-Year Colleges Gain 6.8 Pct.

Enrollment grew at a faster rate at public colleges and universities than at private institutions. The number of full-time-equivalent students rose by 1.5 per cent at private colleges and universities, compared with 3.5 per cent at public institutions. An increase of 6.8 per cent at public two-year colleges helped raise the public institutions' overall average.

The smallest increases were among graduate and professional students, up by only 0.2 per cent at private research universities and 0.3 per cent at public comprehensive colleges and universities. (Comprehensive institutions are those that enroll more than 1,500 students and offer at least one professional program in addition to a liberal-arts program.)

To get the equivalent of 100 full-time students, the average college enrolls 149 individual students, according to the Chronicle Survey.



CHRONICLE CHART BY PETER H. STAFFORD
SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

The survey of credit hours confirms recognized patterns of part-time enrollment: Public institutions enroll a larger proportion of part-time students than private ones; two-year colleges enroll more part-timers than research universities do.

The survey's index of part-time student enrollment was based on a comparison of average headcount enrollment in the fall of 1979 with the average enrollment of full-time-equivalent students during the 12 months ending June 30, 1980.

To get the credit-hour equivalent of 100 full-time students, the average community college enrolled 201 students, the average public research university enrolled 118, the average private research university enrolled 121, and the average private comprehensive college or university enrolled 128.

For all public institutions, the number of students per 100 full-time-equivalent students was 155; for all private institutions, 127.

The Chronicle Survey found the index of part-time enrollment was higher at private liberal-arts colleges with more selective admissions policies than at the less selective ones. The more selective colleges averaged 143 students per 100 full-time-equivalent students, the less selective colleges, 126.

—JACK MAGARRELL

CHRONICLE SURVEY

Enrollment of Full-Time-Equivalent Students in 1980-81

Type of institution and level of instruction [1]	Public institutions: Average F.T.E. enrollment [2]	Public institutions: 1-year change	Public institutions: Part-time-enrollment index [4]	Private institutions: Average F.T.E. enrollment [2]	Private institutions: 1-year change [3]	Private institutions: Part-time-enrollment index [4]	Public and private combined: Average F.T.E. enrollment [2]	Public and private combined: 1-year change [3]	Public and private combined: Part-time-enrollment index [4]
Research and Ph.D.-granting									
Lower division	8,625	+ 3.7%	108	4,506	+ 1.6%	101	7,665	+ 3.4%	106
Upper division	7,165	+ 3.1%	106	3,268	+ 1.8%	92	6,257	+ 2.9%	104
Total undergraduate	15,571	+ 3.3%	103	7,583	+ 1.9%	92	13,710	+ 3.1%	100
Graduate, professional	3,633	+ 1.3%	128	3,095	+ 0.2%	117	3,507	+ 1.1%	125
Total	19,001	+ 2.8%	114	10,162	+ 1.5%	121	16,942	+ 2.7%	116
Comprehensive									
Lower division	3,403	+ 2.9%	104	1,541	+ 1.5%	106	2,910	+ 2.7%	105
Upper division	2,505	+ 2.6%	104	998	+ 0.7%	125	2,105	+ 2.4%	110
Total undergraduate	5,768	+ 2.8%	103	2,438	+ 1.5%	116	4,886	+ 2.6%	106
Graduate, professional	769	+ 0.3%	135	899	+ 1.6%	168	803	+ 0.7%	144
Total	6,458	+ 2.5%	118	3,033	+ 1.6%	128	5,551	+ 2.4%	121
Selective liberal-arts									
Lower division	—	—	—	835	+ 0.4%	128	835	+ 0.4%	128
Upper division	—	—	—	667	+ 2.1%	159	667	+ 2.1%	158
Total undergraduate	—	—	—	1,434	+ 1.2%	133	1,434	+ 1.2%	133
Graduate, professional	—	—	—	37	+ 8.9%	2.06	37	+ 8.9%	2.06
Total	—	—	—	1,445	+ 1.3%	143	1,445	+ 1.3%	143
Less-selective liberal-arts									
Lower division	—	—	—	503	+ 1.4%	111	503	+ 1.4%	111
Upper division	—	—	—	293	+ 1.6%	134	293	+ 1.6%	134
Total undergraduate	—	—	—	769	+ 1.1%	115	769	+ 1.1%	115
Graduate, professional	—	—	—	124	+ 7.8%	183	124	+ 7.8%	183
Total	—	—	—	801	+ 1.3%	126	801	+ 1.3%	126
2-year									
Total	3,091	+ 6.8%	201	676	+ 1.9%	134	3,000	+ 6.8%	198
All institutions									
Lower division	4,665	+ 4.5%	135	2,186	+ 1.5%	108	4,152	+ 4.1%	129
Upper division	2,762	+ 2.7%	164	1,499	+ 1.5%	110	2,501	+ 2.5%	153
Total undergraduate	7,199	+ 3.9%	132	3,577	+ 1.8%	110	6,449	+ 3.6%	127
Graduate, professional	1,208	+ 1.1%	170	1,334	+ 0.7%	148	1,234	+ 1.0%	165
Total	8,316	+ 3.5%	155	4,616	+ 1.5%	127	7,550	+ 3.2%	149

[1] Lower, upper, and graduate divisions refer to course level rather than the status of individual students.

[2] A full-time-equivalent student equals 30 semester hours of undergraduate courses or 24 semester hours of graduate or professional courses. Credit-hour data from institutions on the quarter system were converted to semester hours. Data are based on credit hours of courses completed during the 12 months ending June 30, 1981. Summer courses are counted in the year in which they were completed.

[3] Change from comparable data for 12 months ending June 30, 1980.

[4] The number of students whose combined credit hours are the equivalent of 100 full-time students. The index is based on the average ratio of headcount enrollment for fall, 1979, divided by full-time-equivalent enrollment for 1979-80.

Note: Survey data are from a stratified random sample of 518 colleges and universities, excluding colleges with enrollment under 500. A copy of the survey instrument and a more detailed description of the study are available from John Minter Associates, P.O. Box 107, Boulder, Colo. 80306.

SOURCE: SURVEY FOR THE CHRONICLE BY JOHN MINTER ASSOCIATES

Chemical Company Gives $3.88-Million for Cell Research

ST. LOUIS

The Washington University medical school will receive $3.88-million from Mallinckrodt Inc. over the next three years to support research on antibody-producing cell "factories" called hybridomas, the university announced last week.

University officials said the agreement with the St. Louis chemical company was the largest cooperative venture between an industry and a university to support hybridoma research, a field some scientists believe will have as much impact on medical research in this decade as recombinant DNA had in the 1970's.

In June, a five-year $6-million agreement to conduct research in molecular genetics was announced by the Du Pont Company and the Harvard University medical school.

Under both agreements, the companies have the right to license any discoveries that result from research they support. The universities will retain title to all resulting patents and are free to publish their findings.

Joseph M. Davie, head of the department of microbiology and immunology at the medical school, has been chosen to direct Washington University's research program, which will produce from hybridomas antibodies useful in battling heart disease, malignancies, blood clots, and infectious diseases.

Hybridomas are artificial fusions of normal and tumor cells that combine the rapid-multiplication property of tumor cells with the antibody-producing capacity of normal cells. They are important because they produce "monoclonal" antibodies, which are specific for certain diseases.

—KIM MC DONALD

NOTE

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CHRONICLE OF HIGHER EDUCATION 1 DUPONT CIRCLE WASHINGTON DC 20014

E CHRONICLE of Higher Education.

September 16, 1981 • $1.25
Volume XXIII, Number 3

News Summary

Articles on inside pages

College expenditures will total more than $70-billion this year, the National Center for Education Statistics estimates. Enrollments, however, are expected to remain steady. Story on Page 8.

The Educational Testing Service will soon have "a strategic plan" for its future development, says the new president of the controversial organization. Story on Page 5.

Richard M. Nixon's Presidential library is still an issue at Duke University, even though the trustees have agreed to proceed with negotiations. Story on Page 3.

Political scientists are debating the meaning of President Reagan's election and his success in persuading Congress to adopt his programs. Story on Page 10.

Nigerian students whose sponsors are delinquent in paying their tuition may have to abandon their education at American universities. Story on Page 13.

Consolidating three student-aid programs into one block grant would give colleges more options in making awards, says a government official. Story on Page 15.

Despite competition for dollars, colleges are conducting successful fund-raising campaigns, a survey has found. Story on Page 11.

To compensate for a decrease in sales in the United States, textbook publishers are moving into foreign markets. Story on Page 21.

Ontario must either provide more money to its 16 universities or pare down its higher-education system, a government report says. See Page 19.

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Widespread Reports of 'Faculty Raiding' Raise Alarm Among University Officials

By Malcolm G. Scully

Julian Davis, a professor of biochemistry at the University of Wisconsin at Madison, nearly tripled his $40,000 salary last year by leaving his academic job for a post with a Swiss genetic-engineering company.

Timothy C. Hall, a molecular biologist in the university's department of horticulture, left Madison this year to join Agrigenetics Corporation, a company that develops agricultural applications of genetic engineering.

Those two departures are not isolated cases. A study prepared for Madison's Chancellor Irving Shain last spring found that 22 full professors in the biological sciences had received job offers from private industry or other universities during the 1980-81 academic year. Their average salary at Wisconsin was $38,800. The average of the 22 outside offers was $56,600. The report also showed that 20 full professors in the physical sciences whose university salaries averaged $33,900 had received outside offers that averaged $50,300.

The university has become vulnerable to such "raiding," says Chancellor Shain, because the salaries it offers are no longer competitive. Private companies or financially less-threatened universities have begun to make Wisconsin professors offers they find increasingly difficult to refuse.

Wisconsin is not alone. In recent months, dozens of universities have complained that they have lost or are in danger of losing some of their "best people" to industry or to other institutions.

The complaints often come from universities in states such as Oregon and Washington where legislatures have sharply limited spending on higher education. But they have also been reported by such institutions as the University of Kansas, Purdue University, and the University of Texas, which do not face such severe spending limits.

Department chairmen in such currently "hot" fields as accounting, biochemistry, computer science, engineering, and genetics report that "raiding" has become a serious problem that could lead to long-term declines in the quality of research in their academic fields.

Even some law-school deans report that the attractions of private practice are luring away increasing numbers of law professors.

There have been few national studies of the extent of raiding, but the American

Continued on Page 12, Column 1

NCAA Calls Meeting on Rules Changes, Hopes to Settle Dispute over TV Football

By Lorenzo Middleton

In an effort to end a dispute over control of television rights, the National Collegiate Athletic Association has called a special meeting to consider proposals that would increase the influence of major football institutions in the organization.

The College Football Association, an organization of 61 football powers who feel they have been given too little a voice in N.C.A.A. decisions, last month negotiated its own contract with NBC-TV to televise football games during the 1982 season. That placed the organization at loggerheads with N.C.A.A., which had already signed contracts with ABC and CBS.

The special N.C.A.A. meeting, to be held the week of December 6—a month before the association's regularly scheduled annual convention—will focus on recommendations to reduce the number of institutions in the N.C.A.A.'s top football division and to halt the involvement of non-football-playing institutions in matters concerning football telecasts.

Also on the agenda are proposals that would make it more difficult for new teams to join the association's top basketball division.

The meeting was called after four conferences that belong to the College Football Association—the Big 8, Atlantic Coast, Western Athletic, and Southeastern Conferences—urged the N.C.A.A. to speed up action on the reorganization proposals, which are similar to proposals that have been supported in the past by the C.F.A. and other institutions with big-time sports programs.

The N.C.A.A. council announced the meeting last week just after three members of the football association filed lawsuits challenging the N.C.A.A.'s control over rights to televise their football games.

The Universities of Georgia and Oklahoma filed suits in federal court in Oklahoma, and the University of Texas filed suit in a

Continued on Page 14, Column 1

Title IX Covers College Employees, Justice Dept. Says

By Janet Hook

WASHINGTON

Employees of colleges and schools—not just their students—are covered by a major federal law barring sex discrimination in education, the Justice Department told the Supreme Court last week.

The Justice Department declined to approve a Department of Education proposal that the federal government reverse its long-standing position that the law, Title IX of the Education Amendments of 1972, does cover sex bias in employment.

The Justice Department made its argument in briefs filed with the Supreme Court

Continued on Page 17, Column 1

MORE STUDENTS, MORE MONEY FOR ROTC

DRAKE HOKANSON, UNIVERSITY OF IOWA

As R.O.T.C. regains popularity on many campuses, the Pentagon plans more scholarships. Above, cadets at the University of Iowa. Story on Page 15.

FACT-FILE

College and University Finances, 1979-80

Public institutions

	Total		Universities		Other 4-year institutions		2-year institutions	
	1979-80	Change [1]	1979-80	Change [1]	1979-80	Change [1]	1979-80	Change [1]
Current funds revenues	**$38,697,377,000**	**+12.1%**	**$16,376,362,000**	**+11.2%**	**$15,315,968,000**	**+12.7%**	**$7,005,048,000**	**+11.2%**
Tuition and fees	4,858,211,000	+10.9%	2,011,578,000	+10.0%	1,815,464,000	+10.6%	1,031,170,000	+13.4%
Government appropriations	19,685,607,000	+10.5%	6,915,130,000	+ 9.4%	8,075,141,000	+12.4%	4,695,336,000	+ 9.0%
Federal	1,026,208,000	+ 4.2%	328,076,000	− 3.0%	604,094,000	+13.5%	94,037,000	−18.0%
State	17,347,837,000	+12.1%	6,552,223,000	+10.1%	7,338,307,000	+12.5%	3,457,307,000	+15.0%
Local	1,311,563,000	− 2.7%	34,830,000	+ 8.0%	132,740,000	+ 1.7%	1,143,992,000	− 3.5%
Government grants and contracts	4,694,492,000	+13.2%	2,489,335,000	+13.1%	1,634,422,000	+12.4%	570,735,000	+16.2%
Federal	3,986,237,000	+14.2%	2,215,979,000	+14.5%	1,363,769,000	+12.8%	406,490,000	+17.0%
State	579,620,000	+ 7.1%	236,628,000	+ 2.4%	202,890,000	+ 7.8%	140,103,000	+15.1%
Local	128,634,000	+13.6%	36,729,000	+ 6.4%	67,763,000	+18.8%	24,142,000	+11.4%
Private grants and contracts	973,862,000	+16.5%	629,384,000	+16.1%	314,962,000	+18.0%	29,516,000	+10.2%
Endowment income	191,252,000	+24.5%	143,524,000	+20.3%	42,468,000	+38.3%	5,260,000	+47.1%
Other sources [2]	8,293,953,000	+15.2%	4,197,411,000	+15.5%	3,433,511,000	+14.0%	673,032,000	+19.8%
Current funds expenditures [3]	**$37,676,680,000**	**+11.7%**	**$15,971,037,000**	**+11.4%**	**$14,915,012,000**	**+12.4%**	**$6,790,631,000**	**+10.7%**
Educational and general	30,555,465,000	+11.1%	12,487,651,000	+10.7%	11,732,419,000	+12.2%	6,335,395,000	+10.2%
Instruction	13,308,215,000	+10.3%	4,858,759,000	+10.2%	5,268,453,000	+10.4%	3,181,004,000	+10.2%
Research	3,378,046,000	+14.8%	2,420,217,000	+13.3%	931,880,000	+18.5%	25,949,000	+21.9%
Public service	1,491,855,000	+11.8%	991,963,000	+ 7.7%	359,376,000	+19.2%	140,515,000	+25.3%
Academic support	2,758,938,000	+10.4%	1,117,168,000	+ 9.6%	1,122,659,000	+11.2%	519,111,000	+10.5%
Libraries	1,031,874,000	+ 8.3%	451,638,000	+24.1%	410,654,000	+ 3.9%	169,582,000	−12.5%
Other	1,727,064,000	+11.7%	665,530,000	+ 1.6%	712,005,000	+15.8%	349,529,000	+26.6%
Student services	1,752,840,000	+12.8%	469,773,000	+12.1%	735,596,000	+12.9%	547,471,000	+13.4%
Institutional support	3,126,300,000	+ 9.9%	905,423,000	+10.0%	1,333,255,000	+13.5%	887,622,000	+ 4.7%
Plant operation and maintenance	3,260,347,000	+11.9%	1,149,720,000	+ 9.8%	1,370,812,000	+12.8%	739,815,000	+13.5%
Scholarships and fellowships	985,854,000	+14.4%	443,685,000	+11.9%	392,256,000	+16.2%	149,913,000	+17.5%
Other [4]	7,462,119,000	+13.6%	3,656,975,000	+14.0%	3,335,502,000	+12.4%	469,641,000	+19.4%

Private institutions

	Total		Universities		Other 4-year institutions		2-year institutions	
	1979-80	Change [1]	1979-80	Change [1]	1979-80	Change [1]	1979-80	Change [1]
Current funds revenues	**$19,613,544,000**	**+13.3%**	**$9,256,278,000**	**+13.9%**	**$9,867,003,000**	**+12.9%**	**$490,263,000**	**+10.8%**
Tuition and fees	7,056,461,000	+11.6%	2,522,999,000	+11.3%	4,255,865,000	+11.8%	277,597,000	+10.3%
Government appropriations	414,609,000	+ 9.0%	189,092,000	− 2.0%	209,203,000	+18.9%	16,314,000	+44.2%
Federal	179,334,000	+ 3.6%	97,545,000	− 9.9%	78,264,000	+26.9%	3,524,000	+14.3%
State	230,565,000	+12.7%	91,526,000	+ 8.0%	129,177,000	+13.8%	9,863,000	+56.5%
Local	4,710,000	+70.1%	22,000	+22.2%	1,762,000	+113.6%	2,927,000	+52.0%
Government grants and contracts	2,869,030,000	+17.4%	1,884,147,000	+15.9%	955,209,000	+20.9%	29,674,000	+ 5.0%
Federal	2,563,673,000	+16.3%	1,747,398,000	+16.4%	793,731,000	+18.5%	22,543,000	+ 2.9%
State	156,460,000	+10.9%	60,307,000	+15.5%	91,321,000	+ 9.0%	4,832,000	− 5.2%
Local	148,898,000	+36.8%	76,442,000	+ 7.6%	70,157,000	+91.9%	2,299,000	+84.5%
Private grants and contracts	1,858,224,000	+12.4%	800,416,000	+12.5%	1,008,404,000	+12.8%	49,405,000	+ 3.0%
Endowment income	968,269,000	+16.4%	514,064,000	+13.8%	445,187,000	+19.4%	9,018,000	+26.7%
Other sources [2]	6,446,950,000	+13.5%	3,345,559,000	+16.2%	2,993,134,000	+10.7%	108,256,000	+12.5%
Current funds expenditures [3]	**$19,075,305,000**	**+12.3%**	**$9,031,545,000**	**+12.9%**	**$9,576,349,000**	**+11.8%**	**$467,410,000**	**+ 9.9%**
Educational and general	13,876,396,000	+12.4%	6,377,783,000	+12.4%	7,106,224,000	+12.6%	392,389,000	+10.4%
Instruction	5,140,894,000	+11.8%	2,387,506,000	+12.6%	2,621,402,000	+11.2%	131,986,000	+ 9.8%
Research	1,709,122,000	+13.6%	1,338,110,000	+13.8%	370,546,000	+12.9%	467,000	+15.9%
Public service	296,767,000	+14.7%	137,452,000	+15.4%	156,813,000	+14.5%	2,502,000	−10.2%
Academic support	1,089,126,000	+12.0%	527,507,000	+15.0%	534,833,000	+ 9.3%	26,786,000	+11.0%
Libraries	469,536,000	− 0.9%	231,226,000	+ 4.3%	229,167,000	− 5.2%	9,143,000	−11.6%
Other	619,590,000	+24.3%	296,281,000	+24.9%	305,666,000	+23.5%	17,643,000	+28.0%
Student services	812,988,000	+12.8%	216,131,000	+10.7%	555,554,000	+14.1%	41,303,000	+ 6.3%
Institutional support	1,906,448,000	+11.4%	609,055,000	+ 8.8%	1,197,768,000	+12.9%	99,625,000	+ 9.4%
Plant operation and maintenance	1,424,565,000	+12.6%	566,037,000	+10.8%	805,699,000	+13.8%	52,829,000	+14.7%
Scholarships and fellowships	1,234,703,000	+14.0%	514,406,000	+11.8%	692,427,000	+15.6%	27,870,000	+18.1%
Other [4]	5,379,752,000	+11.6%	2,730,939,000	+14.1%	2,570,766,000	+ 9.3%	78,049,000	+ 6.4%

All institutions

	Total		Universities		Other 4-year institutions		2-year institutions	
	1979-80	Change [1]	1979-80	Change [1]	1979-80	Change [1]	1979-80	Change [1]
Current funds revenues	**$58,310,921,000**	**+12.5%**	**$25,632,640,000**	**+12.6%**	**$25,182,971,000**	**+12.8%**	**$7,495,311,000**	**+11.2%**
Tuition and fees	11,914,673,000	+11.3%	4,534,577,000	+10.7%	6,071,329,000	+11.4%	1,308,767,000	+12.7%
Government appropriations	20,100,216,000	+10.5%	7,104,222,000	+ 9.1%	8,284,345,000	+12.6%	4,711,650,000	+ 9.1%
Federal	1,205,541,000	+ 4.1%	425,622,000	−4.7%	682,359,000	+14.9%	97,561,000	−17.1%
State	17,578,402,000	+12.1%	6,643,749,000	+10.1%	7,467,484,000	+12.5%	3,467,169,000	+15.1%
Local	1,316,273,000	− 2.6%	34,852,000	+ 8.0%	134,502,000	+ 2.4%	1,146,919,000	− 3.4%
Government grants and contracts	7,563,523,000	+14.8%	4,373,482,000	+14.3%	2,589,632,000	+15.3%	600,409,000	+15.6%
Federal	6,549,910,000	+15.2%	3,963,377,000	+15.3%	2,157,500,000	+14.8%	429,033,000	+16.1%
State	736,080,000	+ 7.9%	296,934,000	+ 4.8%	294,211,000	+ 8.1%	144,935,000	+14.2%
Local	277,532,000	+25.0%	113,171,000	+ 7.2%	137,920,000	+47.3%	26,441,000	+15.4%
Private grants and contracts	2,832,086,000	+13.8%	1,429,800,000	+14.0%	1,323,365,000	+14.0%	78,920,000	+ 5.6%
Endowment income	1,159,521,000	+17.7%	657,588,000	+15.2%	487,655,000	+20.8%	14,278,000	+33.6%
Other sources [2]	14,740,903,000	+14.5%	7,532,972,000	+15.8%	6,426,645,000	+12.4%	781,287,000	+18.8%
Current funds expenditures [3]	**$56,751,984,000**	**+11.9%**	**$25,002,582,000**	**+11.9%**	**$24,491,361,000**	**+12.2%**	**$7,258,041,000**	**+10.7%**
Educational and general	44,431,861,000	+11.5%	18,865,434,000	+11.2%	18,838,643,000	+12.4%	6,727,784,000	+10.2%
Instruction	18,449,109,000	+10.7%	7,246,264,000	+11.0%	7,889,855,000	+10.7%	3,312,989,000	+10.2%
Research	5,087,168,000	+14.4%	3,758,327,000	+13.5%	1,302,425,000	+16.9%	26,416,000	+21.8%
Public service	1,788,621,000	+12.3%	1,129,415,000	+ 8.6%	516,189,000	+17.8%	143,017,000	+24.4%
Academic support	3,848,063,000	+10.9%	1,644,675,000	+11.3%	1,657,492,000	+10.6%	545,897,000	+10.5%
Libraries	1,501,409,000	+ 5.2%	682,864,000	+16.6%	639,821,000	+ 0.5%	178,725,000	−12.4%
Other	2,346,654,000	+14.8%	961,811,000	+ 7.8%	1,017,671,000	+13.0%	367,172,000	+26.6%
Student services	2,565,828,000	+12.8%	685,905,000	+11.6%	1,291,150,000	+13.4%	588,774,000	+12.8%
Institutional support	5,032,748,000	+10.4%	1,514,478,000	+ 9.5%	2,531,023,000	+13.2%	987,247,000	+ 5.2%
Plant operation and maintenance	4,684,911,000	+11.6%	1,715,757,000	+10.2%	2,176,511,000	+13.2%	792,643,000	+13.6%
Scholarships and fellowships	2,220,557,000	+14.2%	958,091,000	+11.9%	1,084,683,000	+15.8%	177,783,000	+17.6%
Other [4]	12,841,872,000	+12.8%	6,387,914,000	+14.0%	5,906,269,000	+11.0%	547,689,000	+17.3%

[1] 1979-80 compared with 1978-79.
[2] Includes sales and services of educational activities and auxiliary enterprises; sales and services of hospitals; independent operations; and others.
[3] Includes mandatory transfers from current funds to fulfill binding obligations.
[4] Includes expenditures and mandatory transfers for auxiliary enterprises, hospitals, and independent operations.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

Operating Costs of U.S. Colleges to Top $71-Billion

By Jack Magarrell

WASHINGTON

Operating costs of American colleges and universities will rise to about $71.5-billion this year, the National Center for Education Statistics estimated last week.

That would be an increase of 25.9 per cent over the spending level of two years ago, when spending totaled $56.7-billion.

The federal agency expects its surveys this fall to show almost no increase in the number of college students and no change in the number of faculty members employed to teach them.

Total college enrollment projected by N.C.E.S. for this fall is 12,135,000, compared with 12,115,000 last fall. The projections include a gain of 16,000 students for public institutions, making a total of 9,495,000, and a gain of 4,000 students in private institutions, for a total of 2,640,000.

The total instructional staff of colleges and universities this fall is estimated by N.C.E.S. at 840,000, the same as last year, with 615,000 teaching in public institutions and 225,000 in private institutions.

1-Year Rise of 11.9 Pct.

The $56.7-billion spent by colleges in the fiscal year ending June 30, 1980, the latest for which financial figures are available from N.C.E.S. represented an 11.9-per-cent increase over the previous year's spending and was the largest one-year increase since a jump of 14.1 per cent in 1974-75.

Even so, the increase failed to keep pace with inflation, which was unusually high in 1979-80. The Labor Department's Consumer Price Index rose 14.3 per cent during the 12 months ending June 30, 1980.

Total enrollment in the fall of 1979 was 2.8 per cent higher than it had been the year before. Average faculty salaries in 1979-80 were up 7.1 per cent from the average of the previous year, according to data from the American Association of University Professors.

The N.C.E.S. figures show college and university spending for research increased 14.4 per cent; for scholarships and fellowships, 14.2 per cent; for student services, 12.8 per cent; for libraries, 5.2 per cent.

The N.C.E.S. report shows that college and university income during the year ending June 30, 1980, grew more than enough to pay for the increased spending.

Students Pay a Fifth

"Current funds revenues"—which do not include money for buildings or gifts to endowments—totaled $58.3-billion, an increase of 12.5 per cent over the previous year.

About one-fifth of the institutions' income was collected from students as tuition and fees. The student payments accounted for 36 per cent of the $19.6-billion income of private colleges and universities and 12.6 per cent of the $38.6-billion revenues of public institutions.

Income from endowments showed substantial increases in 1979-80 compared with the previous year: up 24.5 per cent at public institutions and up 16.4 per cent at private institutions.

Public two-year colleges reported an overall drop of 3.5 per cent in appropriations from local governments. Public universities showed revenue gains of 13 per cent from government grants and contracts and 16 per cent from private grants and contracts. At private universities, government grants and contracts were up 16 per cent and private grants and contracts were up 12 per cent.

NOTE

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CONGRESSIONAL INFORMATION
2101 WISCONSIN AV/NW
WASHINGTON DC 20014

E CHRONICLE of Higher Education

September 23, 1981 • $1.25
Volume XXIII, Number 4

News Summary

Articles on inside pages

Chautauqua, an educational and cultural center that has languished for half a century, is undergoing a renaissance. Story on Pages 4-5.

Dissension caused by the proposed Richard M. Nixon Presidential library is threatening academic governance at Duke University. Story on Page 9.

Michigan State University has cut the number of tenured faculty members it may have to lay off to "about 10." Story on Page 2.

The Common Fund, which invests money for colleges and universities, has concluded its first decade with a record return in dividends and capital appreciation. Story on Page 3.

The arts and humanities endowments should increase their efforts to find private support, a White House panel recommends. Story on Page 13.

Financing for higher education faced new threats as Congressional committees took up budget legislation last week. Story on Page 13.

The Alabama Commission on Higher Education, not the board of education, can control the growth of the state's two-year colleges, a court has ruled. Story on Page 8.

To write well, read *On Writing Well*, say college instructors who have adopted William Zinsser's book as a basic text. Story on Page 19.

Students at a major white South African university will vote on desegregation this week, watched by supporters and opponents of apartheid. Story on Page 17.

Polish students are protesting government efforts to change new legislation on freedom and autonomy in academic life. Story on Page 17.

ALSO IN THIS ISSUE

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Deregulation of DNA Studies Sought; Seen as Boon to University Geneticists

Procedures called dangerous 5 years ago are now routine

BALTIMORE

Robert D. Burk has learned to alter the genes of living things—to transfer, in effect, the traits of one form of life to another. Through a series of steps that involve carefully mixing solutions, growing bacteria in Petri dishes, and transferring the resulting material to pieces of filter paper, Dr. Burk, a clinical fellow at the Johns Hopkins University medical school, can tailor and purify the kinds of genes he wants. What's more, he can make copies of them, as many as he needs.

By using a gene-splicing technique developed nine years ago in California, Dr. Burk routinely performs experiments that were either too time-consuming or nearly impossible for molecular geneticists to do a decade ago. It involves cutting and splicing together the long twisted strands of deoxyribonucleic-acid molecules—or DNA for

Continued on Page 15, Column 1

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Robert Burk conducts DNA research in his Johns Hopkins laboratory.

NIH advisory panel urges that rules be made voluntary

By Kim McDonald

BETHESDA, MD.

An advisory panel at the National Institutes of Health has given preliminary approval to ending federal regulation of recombinant-DNA research, a move that many scientists believe will eventually give university researchers greater freedom in conducting gene-splicing experiments.

While the agency's Recombinant DNA Advisory Committee did not actually change the guidelines on the research, its decision represents the first major step toward that end. N.I.H. will publish the panel's recommendation in the *Federal Register* for comments, then return it to the committee for final consideration in January.

An N.I.H. official predicted that the panel's final recommendation would not differ much from the original "because most of

Continued on Page 14, Column 1

Cornell Scientist Retracts Research Findings that He Co-Signed with a Graduate Student

ITHACA, N.Y.

Research findings that would help explain how a cancer cell develops were retracted last week by Cornell University scientists, who have begun an investigation into the work of a graduate student who they believe may have faked or misrepresented his data.

In a letter published in the September 18 issue of *Science*, Efraim Racker, a biochemistry professor at Cornell, formally retracted an article published in the journal's July 17 issue of which he was coauthor with Mark Spector, a graduate student in his laboratory.

A similar letter is scheduled for publication in this month's *Cell*, in which the scientists also published results.

Mr. Racker stated in the letter that "on July 24, 1981, Volker Vogt, an assistant professor in our department with whom I have collaborated, discovered that the data obtained from an experiment . . . were incompatible with the experimental protocol.

"This important discrepancy and several others discovered with the generous help of other tumor virus laboratories, cast doubt on some of the published and unpublished claims we made."

Following the charges, Mr. Spector withdrew from the university. He also withdrew his doctoral dissertation, which would have incorporated some of the findings published in the *Science* article. He

Continued on Page 11, Column 1

CORNELL UNIVERSITY

• *Efraim Racker*

Few 'Alternative' Colleges of the 60's Still Experiment

By Geoffrey Cowley

OLYMPIA, WASH.

Many of the "experimental" colleges and universities established at the end of the 1960's are no longer experimenting.

The institutions—which sought to encourage students to pursue independent courses of study and question the values and assumptions of their culture—have come to resemble traditional colleges.

Representatives of about 20 of those institutions gathered here this month at Evergreen State College—one "alternative" campus that has remained committed to its original mission—for post-mortems and discussions of the relevance of the experiments to the 1980's.

Few Happy Stories

Few of the stories told during the three-day meeting were happy ones.

Ernest L. Boyer, Jr., president of the Carnegie Foundation for the Advancement of Teaching, captured the mood when he said, "The passionate commitment of the 1960's has vanished."

The country needs "a new educational agenda" for the 1980's, Mr. Boyer said. He called on leaders of the experimental-college movement to provide it.

Most of the institutions discussed at the conference were established during the late 1960's, had similar educational philosophies, and were faced with similar difficulties in the 1970's.

Veterans of those experiments, including Southwest State University in Minnesota, Stockton State College in New Jer-

Continued on Page 10, Column 1

with his wife and his former administrative assistant.

■ Truth-in-Testing Bill Adopted in California

A bill requiring developers of college-entrance examinations, such as the Scholastic Aptitude Test, to reveal test answers has been adopted by the California legislature. The measure, which was opposed by test-development companies, was amended to limit the release of questions and answers to once every two years.

State Senator Milton Marks, the bill's sponsor, said the measure was aimed primarily at the S.A.T. The test is so important in determining whether students are admitted to college that they should have the right to know how it is written and scored, he said.

■ NCAA Sets December Dates for Football Meeting

The National Collegiate Athletic Association has set December 3 and 4 as the dates for a special membership meeting in St. Louis to consider proposals for reorganizing its top divisions. The meeting was called in an effort to end a dispute with the College Football Association over the control of television rights.

Last monthco august the football association negotiated a four-year contract with NBC-TV, despite the N.C.A.A.'s insistence that such a contract would be invalid. The N.C.A.A. had earlier signed contracts with ABC and CBS.

The proposals to be considered at the December meeting would increase the influence of the institutions in the N.C.A.A. with major football teams, a move the organization's leaders hope will lead members of the football association to reject the NBC contract.

■ 9 Iranians Are Arrested at Tennessee State U.

Nine Iranian citizens were arrested at Tennessee State University after three days of clashes between supporters of Iran's religious leader, Ayatollah Ruhollah Khomeini, and of its exiled former president, Abolhassan Bani-Sadr.

Only two of those arrested were students at Tennessee State, a spokesman for the university said. The others were Nashville residents or students at other colleges who had gathered at Tennessee State after the recent round of political assassinations in Iran. All have been charged with rioting, a felony.

Disturbances among Iranians on the campus have been common for several months. "Every time something happens in Iran, it's reflected here on campus," the spokesman said.

■ Faculty Union Challenges North Dakota Financing

The faculty union at Bismarck Junior College has sued the local school board to test the constitutionality of a new method of appropriating state funds that the union says inhibits contract negotiations.

Talks between the Professional Negotiations Association, an independent union that represents about 90 full-time instructors, and the school board, which governs the two-year college, have hit a snag because the state, for the first time, has appropriated a specific amount for salaries as a line item in the budget.

In negotiating a one-year contract, the board is holding firm at the 9-per-cent salary increase provided in the budget. The faculty union, which wants a 19-per-cent increase, contends that the board can ask the North Dakota Emergency Commission for permission to exceed the state limit.

■ Wis. Regents Vote to Remove Controversial Professor

The regents of the University of Wisconsin at Madison have voted to "terminate" Walter Blaedel, a professor of chemistry who has been at odds with his department over a variety of issues for several years.

The regents' action followed a unanimous decision by members of the department to recommend that Mr. Blaedel, who is 65, be forced to retire immediately. Normally, professors at the university are not required to retire until they reach 70, a spokesman for the university said.

Mr. Blaedel charged, among other things, that the department had improperly assigned him teaching duties. The department countered that he had refused to teach courses to which he had been assigned and otherwise disrupted the department.

BRANT CLINARD

■ Arizona Dean Backs Down on Student's Expulsion

Despite Lauren Finley's good attendance record—she had been going to architecture classes at the University of Arizona for much of her life—the dean of students ordered her out of the classroom.

Her only offense was her age: Ms. Finley, shown above with her mother, was not yet three months old.

She accompanied her mother, Denise, a fourth-year architecture student, to classes this semester until the dean read about it in a local paper. He promptly ordered an end to Lauren's academic career, but backed down when students and professors said Lauren had caused no trouble, according to a university spokesman.

The dean of the college of architecture arranged a compromise, under which Lauren can attend architecture workshops in the afternoon, but not morning lectures. Other students now care for her while her mother is in class.

■ Ford Sponsors Program to Aid Desegregation

A $773,000 program to ease the process of desegregating predominantly white and predominantly black public colleges and universities has been announced by the Ford Foundation. Most of the money—$600,000—went to the Institute for Services to Education in Washington to finance a "desegregation support center."

The center will help black colleges in states under federal order to end vestiges of segregated higher-education systems.

Smaller grants were awarded to the American Council on Education, Morgan State University, and the Tennessee Higher Education Commission.

■ Unplanned Pregnancies Increase at Stanford

Stanford University has reported a sharp rise in the number of unplanned pregnancies among students in recent years.

According to surveys of women treated at the university's health center, 130 of the pregnancies in academic 1978-79 were unplanned; in 1979-80, 119 were unplanned—compared with 63 such pregnancies in 1974-75.

Dr. John M. Dorman, who conducted the study, said the findings followed a trend on other campuses, showing an increased reliance on "coitus-dependent" contraceptive methods, such as use of a diaphragm, and a reduction in the use of birth-control pills and intrauterine devices.

Mr. Dorman also reported an increase in the number of planned pregnancies among Stanford students, from 17 in 1974-75 to 55 in 1979-80.

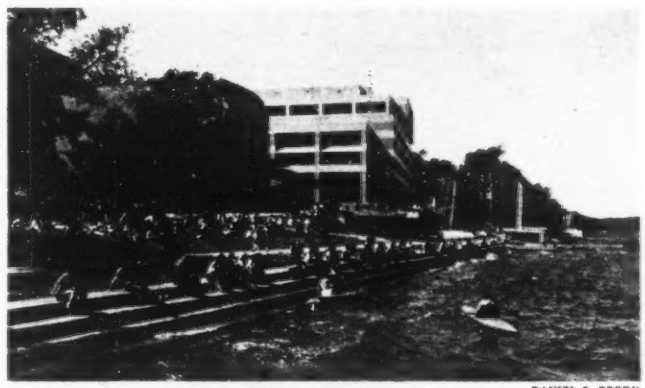
■ Corrections

▶ An article on the Educational Testing Service (*The Chronicle*, September 16) incorrectly gave the number of questions E.T.S. prepares each year as 5,000. According to an E.T.S. spokesman, the testing service writes about 22,000 questions a year for the various College Board tests alone. The total number of questions written is much larger than that, she said.

Following are corrections of data on tuition and fees that appeared in the September 2 issue of *The Chronicle*. A blank in the column for out-of-state tuition indicates the institution makes no such charge.

	1980-81	1981-82	
	Tuition and fees	Tuition and fees	Out-of-state tuition
Chesapeake C	$489	$509	$2,725
Chicago St U	704	788	1,380
Cornell U	5,930	7,000	
Cuyahoga CC			
Metropolitan	585	585	765
Western	585	585	765
Kansas City Art Inst	4,500	5,100	
New Jersey Inst of Tech	495	555	1,110
N Kentucky U	580	626	1,154
Oberlin C	5,874	6,874	
York C of Pa	2,368	2,598	

Notes from Madison



DANIEL S. BRODY

At Lake Mendota: sunning, sailing, but no swimming.

MADISON, WIS.

No telescoping arms reach out from the Dane County Regional Airport here to fondle arriving jetliners: To get off the plane, you walk down stairs that have been rolled up to the door. This old-fashioned system, however sensible, is said to embarrass the citizens of Madison (population 173,000). A city as large as theirs, they say, should have the same conveniences as any medium-sized Midwestern city.

But Madison isn't just any medium-sized Midwestern city. It has an eclectic character. You can see it in the architecture of its buildings: neoclassical, Romanesque, American Gothic, and Art Deco—all on the same street. You can even taste it in a melted-Swiss-cheese-on-tongue sandwich from a first-rate deli that is within walking distance of both the state Capitol and Bascom Hall, the administration building on the University of Wisconsin's Madison campus.

The two buildings sit at opposite ends of State Street, competing for attention. The Capitol flaunts its enormous dome. Bascom thrusts forth its bronze statue of Lincoln. Madison may be best known to grade-school geographers as the seat of Wisconsin's government, but at close range the university is far more overwhelming.

Indeed, it is almost a city in its own right: 43,000 students crowd its buildings when classes are in session.

There are students everywhere in Madison, meandering in twos and threes past shop windows, or racing by bicycle—bent low over the handlebars, looking mean—to class. Even in the early morning, sipping freshly squeezed orange juice in the dining room of an Art Deco hotel on Lake Mendota, you see students out the windows: Crew teams knife past in their sleek shells, followed by motorboats laden with coaches.

The campus occupies several miles of Mendota's shoreline, and in warm weather the lake is popular with students. They sun themselves on the docks. They rent sailboats and sail-rigged surfboards from a university club. There are even games of what looks like kayak polo: Kayak-borne players splash about in pursuit of a large ball, which they knock along with the blades of their paddles.

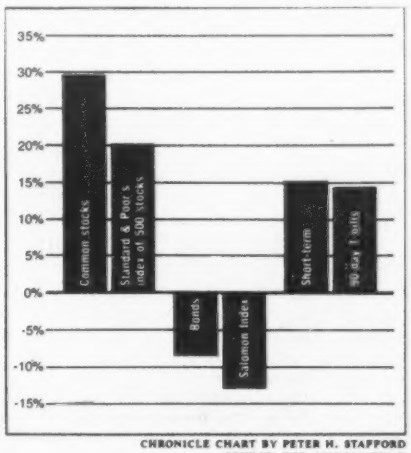
About the only thing students don't do in Lake Mendota is swim. The lake is clogged with algae—thick, green clumps throbbing grotesquely in the waves. Research suggests Mendota has had an overabundance of algae since long before man brought his fertilizers to the Midwest (says a university public-relations man who is giving a tour), but that makes it no more attractive. From the terrace of the student union, where on summer mornings students drink their coffee and read the Midwest edition of the Chicago *Tribune*, you can watch the slow progress of two boxy mechanical algae-eaters that chug back and forth along the shore, two fantastic monsters condemned forever to devour the choking green growth.

To the east of the campus, clinging to the hillside between Langdon Street and the lake, is fraternity row. On a summer evening, when the houses are lighted but nearly empty, their curtains blowing lazily out the open windows, you can hear someone playing brightly on an out-of-tune piano. The song seems anachronistic—it's not Bruce Springsteen or the B-52's or the Grateful Dead. Words to fit the tune slip up from the memory:

Pardon me, boy—
Is that the Chattanooga choo-choo?

—LAWRENCE BIEMILLER

Common Fund Earns Record Net Return



CHRONICLE CHART BY PETER H. STAFFORD
SOURCE: THE COMMON FUND

Yields of Common Fund investments in the year that ended June 30.

NEW YORK

The Common Fund, a nonprofit organization that invests money for educational institutions, marked its tenth year by earning a record net return of 29.2 per cent on its common-stock investments.

The fund reported at its annual meeting here last week that the 29.2-per-cent return in dividends and capital appreciation for the year ending last June 30 was the highest since the fund was established in 1971.

The average return on the fund's common-stock investments over the 10 years was 8.3 per cent. Officials of the organization compared that figure with average returns of 7.4 per cent for Standard & Poor's index of 500 stocks and 6 per cent for the Dow Jones industrial average.

During the Common Fund's tenth year, 82 colleges, universities, and private schools became members, bringing the membership to 327. Total market value of its common-stock investments on June 30 was $139-million.

The organization's bond fund, established in 1976, paid record levels of current income, averaging 12.9 per cent during the year ending last June 30, the annual report said, but the income was more than offset by a sharp decline in bond prices. The result was a net loss of 8.7 per cent for the year.

The Common Fund's short-term-investment fund, established in 1974, showed an average yield of 15.2 per cent for the year, compared with an average of 14 per cent for money-market mutual funds and an average of 14.4 per cent for Treasury bills, according to the annual report.

The Common Fund moved its offices during the past year from New York City to Fairfield, Conn.

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FACT-FILE

Faculty Bargaining Agents on 737 Campuses

Following are 737 campuses where faculty members had chosen collective-bargaining agents and 94 where they had rejected unionization, as of August 11. An asterisk (*) indicates a private institution.

Summary of Faculty Bargaining Decisions

	4-Year Campuses			2-Year Campuses			Grand Total
	Public	Private	Total	Public	Private	Total	
American Association of University Professors	31	31	62	22	1	23	85
American Federation of Teachers	63	27	90	149	7	156	246
National Education Association	56	17	73	248	3	251	324
A.A.U.P.-A.F.T.	26	0	26	1	0	1	27
A.A.U.P.-N.E.A.	3	0	3	7	0	7	10
Independent and other	5	8	13	31	1	32	45
Total	**184**	**83**	**267**	**458**	**12**	**470**	**737**
Bargaining rejected	32	42	74	17	3	20	94

American Association of University Professors—85

Four-Year Institutions—62

*Adelphi University, N.Y.
*Ashland College, Ohio
*Bard College, N.Y.
*Bloomfield College, N.J.
*Boston University
*University of Bridgeport, Conn.
University of Cincinnati
University of California at Santa Cruz
*Colorado Women's College
Connecticut State Colleges—4 campuses
University of Connecticut—6 campuses
*Curry College
*Daemen College
Delaware State College
University of Delaware
University of Detroit
*Drury College, Mo.
*D'Youville College, N.Y.
Eastern Michigan University
Eastern Montana College
*Emerson College, Mass.
*Fairleigh Dickinson University, N.J.—3 campuses
*Hofstra University, N.Y.
Kent State University, Ohio
*Lincoln University, Pa.
*Marymount College, N.Y.
*Monmouth College, N.J.
U. of Nebraska at Omaha
*Mount Vernon College, D.C.
New Jersey College of Medicine and Dentistry
*New York Institute of Technology—2 campuses
Northern Michigan University
Oakland University, Mich.
*Polytechnic Institute of New York
Portland State University, Ore.
*Post College, Conn.
*Regis College, Colo.
University of Rhode Island
*Rider College, N.J.
Rutgers University, N.J.—3 campuses
*Arnold & Marie Schwartz C. of Pharmacy, N.Y.
*St. John's U., N.Y. (coalition with independent)
*Stevens Institute of Technology, N.J.
Temple University, Pa.
Towson State College, Md.
*Utica College, N.Y.
Wayne State University, Mich.
Western Michigan University
*Wilberforce University, Ohio

Two-Year Institutions—23

Belleville Area College, Ill.
University of Cincinnati—5 campuses
Cuyahoga Community College, Ohio—3 campuses
Fairleigh Dickinson University
Indian River Community College, Fla.
Kent State University, Ohio—7 campuses
Montgomery College, Md.—3 campuses
Montgomery County Community College, Pa.
*Union College, N.J.

American Federation of Teachers (A.F.L.-C.I.O.)—246

Four-Year Institutions—90

*Antioch School of Law, D.C.
*Bryant College, R.I.
U. of Connecticut Health Center
*Cooper Union, N.Y.
*Dowling College, N.Y.
*Dyke College, Ohio
*Florida Memorial College
Florida University System—9 campuses
University of Florida (teaching assistants)
*Franklin Pierce College, N.H.
*Goddard College, Vt.
*Goddard College, Vt. (graduate faculty)
University of Guam
Illinois Board of Governors System—5 campuses
*Ithaca College, N.Y.
*Long Island University—3 campuses
University of Michigan (graduate assistants)
University of Montana
*Moore College of Art, Pa.
*Nasson College, Me.
*U. of New Haven, Conn.
New Jersey State College System—8 campuses
Northern Montana College
University of Oregon (teaching assistants)
*College of Osteopathic Medicine and Surgery, Iowa
*Park College, Mo.
Portland State U., Ore. (part-time faculty)
*Pratt Institute, N.Y.
*Quinnipiac College, Conn.
Rhode Island College
*Robert Morris College, Pa.

A.F.T.—Continued

*Saint Leo College, Fla.
Southeastern Massachusetts University
University of South Florida (teaching assistants)
*Spring Garden College, Pa.
State University of New York—24 campuses
*Stephens College, Mo.
U. S. Merchant Marine Academy, N.Y.
Vermont State Colleges—3 campuses
*Wagner College, N.Y.
*Wentworth Inst. of Technology, Mass.
Western Oregon State College
*Western States Chiropractic College, Ore.
U. of Wisconsin at Madison (teaching assistants)

Two-Year Institutions—156

Adirondack Community College, N.Y.
U. of Alaska Community Colleges—10 campuses
C. C. of Allegheny County, Pa.—4 campuses
Community College of Baltimore—2 campuses
*Becker Junior College, Mass.—2 campuses
Big Bend Community College, Wash.
Blackhawk Technical Institute, Wis.—3 campuses
Brevard Community College, Fla.
Bucks County Community College, Pa.
*Central Y.M.C.A. Community College, Ill.
City Colleges of Chicago—9 campuses
City University of New York—7 campuses
Compton Community College, Cal.
Connecticut State Technical C's—5 campuses
*Cottey College, Mo.
Dawson College, Mont.
District One Technical Institute, Wis.
Dutchess Community College, N.Y.
Edison Community College, Fla.
El Camino Community College, Cal.
Fashion Institute of Technology, N.Y.
Gateway Technical Institute, Wis.—3 campuses
Glendale Community College, Cal.
Gloucester County College, N.J.
*Grahm Junior College, Mass.
Green River Community College, Wash.
Henry Ford Community College, Mich.
Highland Community College, Ill.
Highland Park Community College, Mich.
Illinois Valley Community College
Indian Head Technical Institute, Wis.—4 campuses
Joliet Junior College, Ill.
*Kendall College, Ill.
College of Lake County, Ill.
Lake Michigan College, Mich.
Los Angeles C. C. District—9 campuses
Los Rios C. C. District, Cal.—3 campuses
Madison Area Technical College, Wis.—3 campuses
Marin C. C. District, Cal.—2 campuses
Middlesex County College, N.J.
Milwaukee Area Tech. College, Wis.—4 campuses
*Mitchell College, Conn.
Mohawk Valley Community College, N.Y.
Monroe Community College, N.Y.
Moraine Valley Community College, Ill.
Morton College, Ill.
Nassau Community College, N.Y.
Northampton County Area C. C., Pa.
Northeast Wisconsin Tech. Institute—3 campuses
Onondaga Community College, N.Y.
Orange Coast College, Cal.
Palm Beach Junior College, Fla.
Peralta C. C. District, Cal.—5 campuses
Community College of Philadelphia
Portland Community College, Ore.
Prairie State College, Ill.
Reading Area Community College, Pa.
Rockland Community College, N.Y.
San Diego C. C. District, Cal.
(adult education)—3 campuses
San Francisco C. C. District
Seattle Community College—3 campuses
Shoreline Community College, Wash.
Somerset County College, N.J.
Southwestern Oregon Community College
State Center C. C. District, Cal.—2 campuses
State University of New York—6 campuses
Suffolk County C. C., N.Y.—3 campuses
Tacoma Community College, Wash.
Thornton Community College, Ill.
Triton College, Ill.
Ventura County C. C. District, Cal.—3 campuses
Vermont Technical College
Washington State C. C. District Five—2 campuses
Waubonsee Community College, Ill.

A.F.T.—Continued

Wayne County Community College, Mich.
Westchester Community College, N.Y.
Western Wisconsin Technical Institute
Whatcom Community College, Wash.
William Rainey Harper College, Ill.
Yakima Valley College, Wash.

National Education Association—324

Four-Year Institutions—73

*Adrian College, Mich.
*Antioch U., Philadelphia Center, Pa.
Central Michigan University
*C. W. Post College, N.Y. (adjunct faculty)
*Detroit College of Business
*Detroit Institute of Technology
University of the District of Columbia—3 campuses
*University of Dubuque, Iowa
*University of Dubuque Theological Seminary, Iowa
Ferris State College, Mich.
Keene State College, N.H.
Lake Superior State College, Mich.
*Loretto Heights College, Colo.
University of Lowell, Mass.—2 campuses
University of Maine—6 campuses
*Marymount College, Va.
Massachusetts State Colleges—10 campuses
University of Massachusetts—2 campuses
Minnesota State University System—7 campuses
University of Minnesota—2 campuses
*National College of Business, S.D.
Nebraska State College System—3 campuses
North Central Michigan College
U. of Northern Iowa
Northern Michigan University Skills Center
*Ohio Northern University
Pittsburg State University, Kan.
*Rhode Island School of Design
*Roger Williams College, R.I.—2 campuses
Saginaw Valley College, Mich.
*Saint Francis College, Pa.
*Salem College, W. Va.
*Shaw College, Mich.
S. D. Board of Regents System—9 campuses
Western Montana College
Union County Technical Institute, N.J.
Youngstown State University, Ohio

Two-Year Institutions—251

Alpena Community College, Mich.
Atlantic Community College, N.J.
Barstow Community College District, Cal.
Bay de Noc Community College, Mich.
Community College of Beaver County, Pa.
Bellevue Community College, Wash.
Bergen Community College, N.J.
Blue Mountain Community College, Ore.
Brookdale Community College, N.J.
Broome Community College, N.Y.
Burlington County College, N.J.
Butler County Community Junior College, Kan.
Butte College, Cal.
Camden County College, N.J.
Central Oregon Community College
College of the Canyons, Cal.
Cayuga County Community College, N.Y.
Centralia College, Wash.
Central Technical C. C., Neb.—3 campuses
Chabot College, Cal.
Charles Stewart Mott Community College, Mich.
Chemeketa Community College, Ore.
Chipola Junior College, Fla.
Citrus College, Cal.
Clackamas Community College, Ore.
Clark College, Wash.
Clatsop Community College, Ore.
Clinton Community College, N.Y.
Cloud County Community Junior College, Kan.
Coffeyville Community College, Kan.
Colorado State C. C. System—6 campuses
Columbia Basin Community College, Wash.
Columbia Greene Community College, N.Y.
Community College of the Finger Lakes, N.Y.
Cowley County Community College, Kan.
Cumberland County College, N.J.
Delaware County Community College, Pa.
Delaware Technical and C. C.—4 campuses

N.E.A.—Continued

Des Moines Area C. C., Iowa—2 campuses
Eastern Iowa District C. C.—3 campuses
*Endicott Junior College, Mass.
Erie Community College, N.Y.—3 campuses
Essex County College, N.J.
Fort Steilacoom Community College, Wash.
Fox Valley Technical Institute, Wis.—2 campuses
Fulton-Montgomery Community College, N.Y.
Garden City Community Junior College, Kan.
Gavilan College, Cal.
Genessee Community College, N.Y.
Glen Oaks Community College, Mich.
Gogebic Community College, Mich.
Grossmont College, Cal.
Hawkeye Institute of Technology, Iowa
Highline Community College, Wash.
Hillsborough Community College, Fla.
Hudson Valley Community College, N.Y.
Hutchinson Community Junior College, Kan.
Independence Community Junior College, Kan.
Iowa Central Community College—3 campuses
Iowa Lakes Community College—2 campuses
Iowa Western Community College—2 campuses
Jackson Community College, Mich.
Jefferson Community College, N.Y.
Johnson County Community College, Kan.
Kalamazoo Valley Community College, Mich.
Kansas City Community Junior College, Kan.
Kellogg Community College, Mich.
Kern C. C. District, Cal.—3 campuses
Kirkwood Community College, Iowa
Kirtland Community College, Mich.
Labette Community Junior College, Kan.
*Laboure Junior College, Mass.
*Lackawanna Junior College, Pa.
Lake Land College, Ill.
Lakeland Community College, Ohio
Lake Shore Technical Institute, Wis.
Lane Community College, Ore.
Lansing Community College, Mich.
Lehigh County Community College, Pa.
Lewis and Clark Community College, Ill.
Lower Columbia College, Wash.
John A. Logan College, Ill.
Luzerne County College, Pa.
Maine Vocational-Technical Institutes—6 campuses
University of Maine—2 campuses
Massachusetts C. C. System—15 campuses
Merced College, Cal.
Mercer County Community College, N.J.
Metropolitan Technical C.C., Neb.—3 campuses
Mid-Michigan Community College
Mid-Plains Technical C. C., Neb.—2 campuses
Mid-State Technical Institute, Wis.—3 campuses
Minnesota C. C. System—18 campuses
Monroe County Community College, Mich.
Montcalm Community College, Mich.
Monterey Peninsula College, Cal.
Moraine Park Technical Institute, Wis.—3 campuses
County College of Morris, N.J.
Mt. Hood Community College, Ore.
Mt. San Antonio College, Cal.
Mt. San Jacinto Junior College, Cal.
Muskegon Community College, Mich.
Napa College, Cal.
Niagara County Community College, N.Y.
North Central Michigan College
North Central Technical Institute, Wis.—2 campuses
North Country Community College, N.Y.
North Orange Community College, Cal.—2 campuses
Northeast Iowa Vocational Technical School—2 campuses
Northwest Iowa Vocational Technical School
Oakland Community College, Mich.—5 campuses
Ocean County College, N.J.
Olympia Vocational Technical Institute, Wash.
Olympic College, Wash.
Orange Coast College, Cal.(part-time faculty)
Orange County Community College, N.Y.
Palo Verde College, Cal.
Pasadena City College, Cal.
Passaic County Community College, N.J.
Peninsula College, Wash.
Pima Community College, Ariz.—3 campuses
Pratt Community College, Kan.
Community College of Rhode Island—2 campuses
Rio Hondo Community College, Cal.
Riverside City College, Cal.
Rogue Community College, Ore.
St. Clair County Community College, Mich.
Saddleback Community College, Cal.
Salem Community College, N.J.
San Diego C. C. District (Evening College)
San Joaquin Delta College, Cal.
San Jose C. C. District, Cal.—2 campuses
San Mateo C. C. District, Cal.—3 campuses
Santa Ana College, Cal. (continuing-education faculty)
Sauk Valley College, Ill.
Schenectady County Community College, N.Y.
Schoolcraft College, Mich.
College of the Sequoias, Cal.
Shasta College, Cal.
Shawnee General and Technical College, Ohio
Sierra Joint Community College District, Cal.
Skagit Valley College, Wash.
Solano Community College, Cal.
Southeast Community College, Neb.—3 campuses
Southeastern C. C., Iowa—2 campuses
Southwestern College, Cal.

Continued on Page 8, Column 1

FACT-FILE—Continued

Faculty Collective-Bargaining Agents

N.E.A.—Continued

Southwestern Community College, Iowa
Southwestern Michigan College
Spokane Community College, Wash.
Sullivan County Community College, N.Y.
Taft College, Cal.
Treasure Valley Community College, Ore.
Ulster County Community College, N.Y.
Victor Valley Community College, Cal.
Walla Walla Community College, Wash.
Washington State C. C. District 17—2 campuses
Washtenaw Community College, Mich.
Waukesha County Technical Institute, Wis.
Wenatchee Valley College, Wash.
Western Iowa Technical Community College
West Hills College, Cal.
Westmoreland County Community College, Pa.
Williamsport Area Community College, Pa.
Yosemite C. C. District, Cal.—2 campuses
Yuba College, Cal.

A.A.U.P.-A.F.T.—27

Four-Year Institutions—26

City University of New York—12 campuses
Penn. State Colleges & University—14 campuses

Two-Year Institutions—1

Broward Community College, Fla.

A.A.U.P.-N.E.A.—10

Four-Year Institutions—3

University of Hawaii—3 campuses

Two-Year Institutions—7

University of Hawaii—7 campuses

Independent and other agents—45

Four-Year Institutions—13

*Fordham University Law School, N.Y.
University of Nebraska Law School
New Jersey Institute of Technology
*New York University Law School
*Niagara University, N.Y.
*Northland College, Wis.
University of Pittsburgh Medical School
*University of San Francisco
*University of San Francisco Law School
*University of Scranton, Pa.
Southern Oregon State College
*Syracuse University Law School, N.Y.
Temple University Law School, Pa.

Two-Year Institutions—32

Colby Community Junior College, Kan.
Connecticut Community Colleges—12 campuses
Contra Costa C. C. District, Cal.—3 campuses
Dodge City Community College, Kan.
Foothill-De Anza C. C. District, Cal.—2 campuses
Grand Rapids Junior College, Mich.
Herkimer County Community College, N.Y.
Illinois Central College
Jamestown Community College, N.Y.
Linn-Benton Community College, Ore.
Macomb County C. C., Mich.—2 campuses
Miles Community College, Mont.
College of the Redwoods, Cal.
Santa Monica College, Cal.
Southwest Wisconsin Vocational-Technical Institute
*Trocaire College, N.Y.
West Shore Community College, Mich.

Bargaining Rejected—94

The names of the defeated unions are in parentheses. In cases where no information was supplied, no agent name appears. Institutions at which faculty members first voted for "no agent" but later selected a bargaining agent are not included.

Four-Year Institutions—74

*Albion College, Mich. (A.A.U.P., N.E.A.)
American Institute of Technology, Mich.
*Anna Maria College, Mass. (A.A.U.P.)
*Antioch College, Ohio (A.A.U.P., A.F.T.)
*Baldwin-Wallace College, Ohio (A.A.U.P.)
*Barber-Scotia College, N.C. (N.E.A.)
Bowling Green State University, Ohio
*Butler University, Ind. (N.E.A.)
*California Institute of the Arts (A.F.T.)
University of California—Berkeley (independent)
University of California—Los Angeles (independent)
*Catholic University Law School, D.C. (independent)
*Centenary College, N.J. (A.A.U.P.)
University of Colorado (A.A.U.P., A.F.T., N.E.A.)
Eastern Oregon State College
*University of Evansville, Ind. (N.E.A.)
University of Florida, Institute of Food and Agricultural Sciences (independent)
University of Florida—medical faculty (independent)
Florida State University—teaching assistants (independent/A.F.T.)
*Fordham University, N.Y. (A.A.U.P.)
Grand Valley State Colleges, Mich. (N.E.A.)
*Hamline University, Minn. (A.A.U.P.)
*Jacksonville University, Fla. (A.A.U.P.)
*Jamestown College, N.D. (N.E.A.)†
*King's College, Pa. (A.F.T., N.E.A.)
*Lawrence Institute of Technology, Mich. (A.A.U.P.)
*Manhattan College, N.Y. (A.A.U.P.)
*Merrimack College, Mass. (N.E.A.)
*University of Miami, Fla. (A.A.U.P.)
Michigan State University (A.A.U.P., N.E.A.)
University of Minnesota (A.A.U.P.)
University of Minnesota–Duluth and Minneapolis Saint Paul—health sciences faculty (independent)
University of Minnesota—law faculty (independent)
University of Minnesota—teaching assistants (A.F.T.)
University of Minnesota Technical College at Crookston (N.E.A.)
Montana State University (A.A.U.P.)
*Nathaniel Hawthorne College, N.H. (A.F.T.)
U. of Nebraska College of Dentistry (independent)
University of Nebraska at Lincoln (A.A.U.P.)
*New England College, N.H. (A.F.T.)†
*New England Cons. of Music, Mass. (A.A.U.P.)
U. of New Hampshire–Durham (A.A.U.P., N.E.A.)
*New York University (A.A.U.P., A.F.T., N.E.A.)
*Northeastern University, Mass. (N.E.A.)
*Northland College, Wis. (A.F.T.)
*Oberlin College, Ohio (independent)
Ohio University (A.A.U.P., N.E.A.)
Oregon Institute of Technology (independent)
Oregon St. U. (A.A.U.P., A.F.T., independent)
U. of Oregon (A.A.U.P., A.F.T., independent)
*Pace University, N.Y. (A.A.U.P., A.F.T.)
Pennsylvania State University (A.A.U.P., N.E.A.)
*Philadelphia College of Art (A.F.T.)
University of Pittsburgh (A.A.U.P., A.F.T., N.E.A.)
University of Pittsburgh health-professions schools (A.F.T., N.E.A.)
University of Pittsburgh Law School (independent)
*Point Park College, Pa. (A.A.U.P.)
Plymouth State College, N.H. (A.A.U.P., N.E.A.)
*Randolph-Macon College, Va. (A.A.U.P.)
*Rensselaer Polytechnic Institute, N.Y. (A.A.U.P.)
*Ricker College, Me. (A.F.T.)
*Rosary Hill College, N.Y. (N.E.A.)
*College of St. Francis, Ill. (A.F.T.)
*St. Joseph's College, N.Y. (A.F.T)
*Seattle University (A.A.U.P.)
*Seton Hill College, Pa. (N.E.A.)
*Syracuse University, N.Y. (A.A.U.P.)
University of Toledo (A.F.T.)
*Tusculum College, Tenn. (A.F.T.)
University of Vermont (A.A.U.P., A.F.T., N.E.A.)
*Villanova University, Pa. (A.A.U.P.)
*Waynesburg College, Pa. (N.E.A.)
*Wilson College, Pa. (N.E.A., independent)

Two-Year Institutions—20

Butler County C. C., Pa. (N.E.A., independent)
Central Florida Community College (N.E.A.)
Corning Community College, N.Y. (A.F.T.)
*Dean Junior College, Mass. (A.F.T.)
College of the Desert, Cal.
Florida Junior College at Jacksonville (A.F.T.)
Holyoke Community College, Mass. (N.E.A.)
Imperial Valley College, Cal. (N.E.A.)
*Lasell Junior College, Mass. (A.F.T.)
Miami-Dade Junior College, Fla. (A.F.T.)
North Orange C. C. District, Cal. (N.E.A.)
Okaloosa-Walton Junior College, Fla. (N.E.A.)
Pasadena City College, Cal.
Pensacola Junior College, Fla. (A.F.T.)
Polk Community College, Fla. (A.F.T.)
St. Petersburg Junior College, Fla. (N.E.A.)
Santa Fe Community College, Fla.
Treasure Valley Community College, Ore. (N.E.A.)
Umpqua Community College, Ore. (N.E.A.)
*Villa Maria College, N.Y. (A.F.T.)

† Decertification of previously selected agent.

SOURCE: ACADEMIC COLLECTIVE BARGAINING INFORMATION SERVICE

Ala. Higher-Education Panel Wins Control of College Growth

MONTGOMERY, ALA.

The Alabama Commission on Higher Education has won a court battle against the state's board of education for control over the expansion of two-year colleges.

The ruling by Alabama Circuit Judge William Gordon supports the commission's efforts to reduce the proliferation of off-campus programs. Because of those efforts, Alabama's four-year and two-year colleges are now offering courses at about half as many off-campus sites as they were three years ago.

Judge Gordon's decision upheld a 1979 law that gave the commission authority to approve or close down branch campuses and other off-campus programs offered by the state's colleges and universities.

The board of education charged that under the state constitution it alone had authority over two-year institutions.

Judge Gordon ruled that the state legislature had not violated the constitution when it expanded the powers of the higher-education commission—which was established in 1969 as an advisory agency—to control the spread of branch campuses. Members of the board of education are elected, while members of the commission are appointed by the governor.

'Inefficient' Proliferation

The 1979 law was not challenged by any of the 11 boards of trustees that govern the state's four-year colleges and universities, according to a spokesman for the commission.

The law gives the commission authority to "review and approve" all off-campus offerings and branch campuses, except those branches that had more than 500 students enrolled in 1978, were opened before 1960, or were on military bases.

It was passed because of what commission officials described as the "inefficient" proliferation of off-campus courses, which have led to a number of territorial disputes between institutions.

"You would have universities offering off-campus sites within 10 or 15 miles of another university's main campus. And then, sometimes, in retaliation, the second university would move in the direction of the first," explained William O. Blow, assistant director of academic affairs for the commission.

"It looked for a while as though we would have off-campus sites at every crossroad," he said. "It was rather inefficient, and it was spreading resources too thin."

Branches Closed Voluntarily

The commission issued new criteria for off-campus courses soon after the law was passed. Because of the lawsuit, however, it has not yet ruled on whether any of the established branches should be closed. But many institutions have acted on their own, dropping a number of their off-campus offerings and closing branches without being told to do so.

As a result, Mr. Blow said, the number of off-campus sites where courses are being offered by four-year and two-year colleges already has been reduced from 162 in 1978 to 83 last fall. The enrollment in classes at those sites has dropped from 3,300 to 1,200 in four-year institutions, and from 6,900 to 2,250 in two-year institutions.

Despite the dramatic declines in enrollment, Mr. Blow said, the colleges have complied with the new criteria "without really hurting" financially, because many of the students enrolled in the off-campus programs transferred to the main campuses when the branches were closed down.

—LORENZO MIDDLETON

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of Higher Education

ISSN 0009-5982

September 30, 1981 • $1.25
Volume XXIII, Number 5

Budget Cuts in Some States Arouse Fears of New Layoffs of Professors

U. of Washington, faced with $33-million cut over two years, declares emergency

By Jack Magarrell

Major public universities in several states are facing financial crises this fall.

The institutions have been asked to cut their budgets, and then cut again, to fit within the limits imposed by faltering state economies and tax-shy legislatures.

The most anguished outcries so far came last week from campuses in Washington State.

A sudden and unexpected reduction of 10 per cent in state appropriations ordered by Gov. John Spellman prompted predictions that hundreds of faculty and staff members would be laid off.

The University of Washington, facing the loss of $33-million in its two-year operating budget, has declared a state of financial emergency for the first time in its history.

Other state universities and colleges in Washington are considering similar declarations of emergency, which give administrators additional authority for abolishing programs and dismissing tenured faculty members.

'The Sad Symphony'

Faculty jobs already have been eliminated at hard-pressed state institutions in Idaho, Kentucky, Michigan, and Ohio. Layoffs for several hundred faculty members appear imminent in Massachusetts. Formal steps toward faculty layoffs have been taken in Oregon. In many other states, administrators and faculty members are bracing for the possibility of serious retrenchment.

"All the problems we are seeing right now are the overture," said Irving J. Spitzberg, Jr., general secretary of the American Association of University Professors. "The sad symphony itself will be when the Reagan cuts come."

Some education officials are concerned that the White House efforts to shift programs from federal to state control will mean less state money available for colleges and universities in the years ahead.

Mr. Spitzberg said there was some question as to whether the financial problems of higher education in some states reflect economic realities or merely political judgments not to spend more money.

"Often it is a political assertion, not the result of a careful study of economic reality," the A.A.U.P. leader said.

Under widely adopted principles governing academic freedom and tenure, "financial exigency" at an institution is a cause for the dismissal of faculty members who have tenure. The A.A.U.P.'s "recom-

Continued on Page 10, Column 3

10-Year Program to Improve the Preparedness of High-School Students Set by College Board

By Lawrence Biemiller

WASHINGTON

A 10-year program to improve high-school students' preparedness for college study—and thus put higher education within reach of more of them—was announced last week by the College Board.

The board, best known as the sponsor of the Scholastic Aptitude Test and the College Scholarship Service, hopes that improving secondary education generally will have the added benefit of increasing minority-group students' access to higher education.

The program's goal is to develop a national standard of achievement for students who plan to attend college, as well as a national definition of "academic competency"—the ability to perform at the undergraduate level.

Colleges and universities will be encouraged "to adopt the basic academic competencies and basic academic curriculum as an expression of their preference, if not their absolute requirement, with respect to academic preparation for college," the board said.

The program will also attempt to persuade high schools to use these definitions in revising their own standards and revamping their requirements and offerings.

The board has named the program "Project EQuality." George H. Hanford, the board's president, said the name had a "twin emphasis on the quality of education—capital Q—and the equality of access to it—capital E."

Mr. Hanford, in announcing Project EQuality at a press conference here last week, said the board had undertaken it to try to reverse the decline in S.A.T. scores that began in the early 1960's. "One probable cause, among many, for the decline was a lowering of standards, a decline in quality, in the nation's schools," Mr. Hanford said.

Because the board's "business" is "the transition from school to college," Mr. Hanford said, it decided to concentrate its efforts on the college-preparatory curriculum. Already the board has devoted almost a year's worth of work to the project.

With the help of more than 400 educators from both high schools and colleges, many of whom have advised the board about its

Continued on Page 6, Column 2

3 in Running to Head Fund on Humanities

Opponents criticize candidate of 'old right'

Robert B. Hollander

Melvin E. Bradford

By Malcolm G. Scully

WASHINGTON

Reports that Melvin E. Bradford, a professor of English at the University of Dallas who has been described as an "archconservative," was the Reagan Administration's leading candidate for the chairmanship of the National Endowment for the Humanities provoked a flurry of criticism of his possible appointment last week.

Mr. Bradford, a William Faulkner scholar who supported former Gov. George C. Wallace of Alabama in

Continued on Page 12, Column 4

William Bennett

News Summary

Articles on inside pages

A new round of budget cuts planned by President Reagan is opposed by the Republican chairman of the Senate education subcommittee. Story on Page 13.

The Justice Department is taking a new approach to the enforcement of federal laws against discrimination in hiring. Story on Page 13.

A good scientist must be "almost pathclogically motivated," says Radford University's Richard L. Hoffman, who has devoted his life to the study of millipedes. Story on Page 5.

A fossilized jawbone found by a Harvard biologist may alter the story of mammalian evolution. Story on Page 3.

The film school at the University of Southern California teaches Hollywood craftsmanship to military cinematographers. Picture story on Pages 8 and 9.

A dispute over TV rights to college football games apparently won't be settled until after a special National Collegiate Athletic Association meeting in December. Story on Page 2.

The building that houses about 30 higher-education associations in Washington may be sold by its owner, the American Council on Education. Story on Page 15.

Fulbright scholars for 1981-82 are listed on Pages 27-30.

A maverick economist, Julian L. Simon of the University of Illinois, challenges the conventional wisdom about population growth and finite resources. Story on Page 19.

Britain's new minister for education is not expected to be very sympathetic to university appeals for additional funds. Story on Page 17.

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1981

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VS.
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Defendants

CIVIL ACTION NO.
H-74-138

TO: ALL WOMEN WHO SERVE ON THE FACULTY AND PROFESSIONAL STAFF OF THE UNIVERSITY OF CONNECTICUT OR WHO HAVE SO SERVED OR SOUGHT EMPLOYMENT OR MIGHT SEEK EMPLOYMENT ON OR AFTER OCTOBER 1, 1967.

NOTICE IS HEREBY GIVEN TO YOU THAT UNLESS: OBJECTIONS TO DISMISSAL OF THE ABOVE ENTITLED ACTION OR STATEMENTS OR COMMENTS OPPOSING SUCH DISMISSAL ARE RECEIVED ON OR BEFORE NOVEMBER 2, 1981, AND ARE SUFFICIENT TO WARRANT FURTHER PROCEEDINGS IN SUCH ACTION, IN ACCORDANCE WITH THE INSTRUCTIONS AND EXPLANATION BELOW, THIS ACTION WILL BE DISMISSED.

IF THIS ACTION IS DISMISSED, SOME OF YOUR RIGHTS MAY THEREBY BE EXTINGUISHED.

1. The above-entitled action ("the Action") was commenced in the form of a class action on April 26, 1974, by Dr. Marcia R. Lieberman, who was then a member of the faculty and professional staff at The University of Connecticut ("the University"). Dr. Lieberman alleged (her complaint may be examined in the office of the Clerk of this Court) that defendant officials of the University ("the Defendants") were responsible for pervasive policies, practices, patterns, and conditions, discriminating against women on the faculty and professional staff at the University.

2. Dr. Lieberman alleged that women at the University were discriminated against: in receiving lower salaries and compensation; in receiving less advantageous appointments; in being subjected to more stringent standards for promotion and retention than men; in being underutilized; and in being subjected to discrimination in connection with many other aspects of faculty and professional staff service. Although no class was ever certified by the Court, the Action was begun in a form commonly referred to as a "Title VII sex discrimination class action", alleging claims under Title VII of the Civil Rights Act of 1964, as amended.

3. Dr. Lieberman has advised the Court that she no longer intends to pursue the Action.

4. In addition, Dr. Elsie B. Fetterman, formerly a member of the faculty and professional staff at the University, moved to intervene to assert her own claims and to serve as a representative plaintiff on behalf of other faculty and professional women at the University, and Edward V. D'Agostino, trustee in bankruptcy for Dr. Lieberman, moved for permission to become a plaintiff to protect certain rights which Mr. Lieberman may have.

5. On August 11, 1981, the Court granted Defendants' motion for summary judgment against Dr. Lieberman, denied Dr. Fetterman's motion to intervene, and denied Mr. D'Agostino's motion to become a plaintiff.

6. Thereafter, the Court ordered Defendants to publish this Legal Notice so that any woman who may be a member of the putative class will have an opportunity if she desires to oppose or object to the dismissal of the Action and so that the Court can determine, on the basis of the response to this Legal Notice, whether to dismiss the Action or, if not, what course of proceedings to follow.

7. The Court shall dismiss all remaining class allegations in the Action on or after Tuesday, November 3, 1981, unless either:

(a) persuasive objections are submitted in writing to the Clerk of the Court by putative class members, who are ready, able, and willing to prosecute this action, before 5:00 p.m. on Monday, November 2, 1981; or

(b) statements are submitted by any person or persons who believe that she or they may be a member of the putative class and who wish to be heard in opposition to the proposed dismissal by submitting a statement to the Clerk of the Court prior to 5:00 p.m. on Monday, November 2, 1981.

8. Statements in opposition or objections to dismissal shall be in the form of a letter addressed as follows:

"Office of the Clerk
United States District Court
450 Main Street
Hartford, Connecticut 06103

"Re: Lieberman v. Ferguson,
Civil Action No. H-74-138

"To the Clerk of the Court:

"This statement in opposition or objection to the dismissal of the above action is submitted by [Name] of [Address] . . ."

with the balance of the statement or objection to follow.

9. The mere filing of a comment by a putative class member shall not be deemed sufficient cause to warrant the continuation of this Action. Each comment shall be considered on its own merits. If there are comments which are sufficient either in number or substance to warrant further proceedings, the Court shall continue the Action and, if appropriate, hold hearings.

10. If the Court finds that the submitted comments are anything but frivolous, the Court will hold hearings on the comments upon notice to counsel in this case and to anyone who may file such comments.

11. Any woman desiring to become a party to this action, either on behalf of her own claims or on behalf of the putative class, is advised that the Court may award attorney's fees and costs to the prevailing party, whether the prevailing party be plaintiff(s) or defendant(s).

Published by order of the United States District Court for the District of Connecticut, Hon. Jose A. Cabranes, United States District Judge, dated September 12, 1981.

SYLVESTER A. MARKOWSKI, CLERK
UNITED STATES DISTRICT COURT

By John K. Henderson, Deputy Clerk In Charge, Hartford Seat of Court

I hereby certify that the foregoing is a true copy of the original document on file. Date: 9-16-81. Sylvester A. Markowski, Clerk

Layoffs Feared

Continued from Page 1

mended institutional regulations on academic freedom and tenure" define financial exigency as "an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means."

"The A.A.U.P. position," Mr. Spitzberg said, "is that there is not a legitimate decision of financial exigency unless there has been careful testing of the claim in a forum that allows a considered judgment."

'Disaster' in Washington

In Washington State, the elimination of programs and departments and the dismissal of tenured professors will be unavoidable, campus officials said, unless the 10-per-cent budget cut is canceled or reduced.

"This is a disaster," said William P. Gerberding, president of the University of Washington.

About 260 members of his faculty may lose their jobs, he said, and the admission of new students may have to be reduced by 40 per cent to meet the lower budget limits.

Mr. Gerberding said the $33-million withheld from the university exceeded the combined instructional budgets of the institution's schools of architecture and urban planning, education, fisheries, forest resources, law, social work, pharmacy, public health, and nursing.

President Glenn Terrell of Washington State University said Governor Spellman's budget-cutting order "creates a state of emergency for us." The cut would cost the university $19-million over two years.

At the state's 27 community colleges, from 400 to 600 faculty and staff members may have to be dismissed, said John Terrey, director of the State Board for Community College Education. He said 17,000 students might be refused admission to community colleges for lack of funds.

$1.5-Billion Deficit

Even larger budget cuts threaten Washington's colleges and universities if a lawsuit is decided in favor of school groups that contend that state support for elementary and secondary education has been less than required by the state constitution. It could mean a reduction of as much as 20 per cent for higher education.

The governor, facing a state deficit that may reach $1.5-billion for the biennium, has said he will call the legislature back into special session in November to consider temporary increases in sales and business taxes.

No Budget in Ohio

Ohio's legislature is still struggling to agree on a budget for the year that began on July 1.

The state colleges and universities are living on a four-month interim budget that limits their state funds to 97 per cent of the level of the previous year.

Gov. James A. Rhodes has proposed a new budget that would increase funds for higher education nearly 12 per cent above last year's appropriations, but the new document is tied to an increase in taxes, which makes its fate in the legislature doubtful.

President Henry R. Winkler of the University of Cincinnati, testifying before a legislative budget committee last week, said his institution had eliminated 150 jobs in the past year because of budget cuts. Most of the jobs eliminated were vacant at the time. About 50 of them were faculty or other academic jobs.

William E. Vandament, Ohio State University's vice-president for finance and planning, said that if the university did not get more money than is provided for in the interim

FACT-FILE

Faculty Tenure Rates, 1980-81

	Number of faculty members			Per cent with tenure		
	Men	Women	Total	Men	Women	Total
Public universities						
Professors	32,202	2,051	34,253	97.0%	95.2%	96.9%
Associate professors	21,667	4,145	25,812	86.5%	86.2%	86.5%
Assistant professors	16,090	6,828	22,918	14.8%	21.5%	16.8%
Instructors	2,148	2,533	4,681	5.8%	6.4%	6.1%
Lecturers	1,338	1,089	2,427	6.7%	2.8%	4.9%
No academic rank	309	161	470	6.5%	0.6%	4.5%
All ranks combined	73,754	16,807	90,561	6.5%	0.6%	4.5%
Private universities						
Professors	11,697	813	12,510	96.4%	95.9%	96.3%
Associate professors	7,302	1,613	8,915	76.1%	74.2%	75.8%
Assistant professors	6,291	2,889	9,180	10.8%	13.0%	11.5%
Instructors	772	840	1,612	4.5%	2.5%	3.5%
Lecturers	335	283	618	2.1%	1.4%	1.8%
No academic rank	83	78	161	0.0%	1.3%	0.6%
All ranks combined	26,480	6,516	32,996	66.3%	36.5%	60.4%
Other public 4-year institutions						
Professors	29,073	4,041	33,114	96.4%	95.7%	96.3%
Associate professors	26,332	6,775	33,107	84.6%	83.9%	84.4%
Assistant professors	20,074	11,474	31,548	34.8%	36.6%	35.5%
Instructors	4,805	5,343	10,148	10.1%	9.8%	10.0%
Lecturers	1,199	1,037	2,236	20.6%	22.4%	21.4%
No academic rank	445	275	720	20.9%	11.3%	17.2%
All ranks combined	81,928	28,945	110,873	70.9%	50.2%	65.5%
Other private 4-year institutions						
Professors	14,568	2,092	16,660	92.3%	89.4%	92.0%
Associate professors	13,354	3,767	17,121	75.5%	72.8%	74.9%
Assistant professors	12,101	6,938	19,039	19.9%	20.7%	20.2%
Instructors	3,171	3,309	6,480	3.0%	2.2%	2.6%
Lecturers	267	229	496	1.9%	0.4%	1.2%
No academic rank	653	350	1,003	49.0%	32.9%	43.4%
All ranks combined	44,114	16,685	60,799	59.8%	37.4%	53.6%
Public 2-year institutions						
Professors	4,225	1,245	5,470	96.1%	95.3%	95.9%
Associate professors	6,207	2,659	8,866	90.1%	87.9%	89.5%
Assistant professors	5,927	4,001	9,928	60.7%	57.7%	59.5%
Instructors	2,640	2,670	5,310	22.4%	18.3%	20.3%
Lecturers	132	181	313	36.4%	35.4%	35.8%
No academic rank	21,580	11,468	33,048	85.3%	75.2%	81.8%
All ranks combined	40,711	22,224	62,935	79.3%	67.5%	75.2%
Private 2-year institutions						
Professors	123	53	176	90.2%	71.7%	84.7%
Associate professors	138	87	225	81.9%	70.1%	77.3%
Assistant professors	145	122	267	38.6%	31.1%	35.2%
Instructors	113	138	251	8.8%	8.7%	8.8%
Lecturers	1	8	9	0.0%	0.0%	0.0%
No academic rank	447	341	788	59.1%	43.1%	52.2%
All ranks combined	967	749	1,716	57.3%	39.5%	49.5%
All institutions, public and private						
Professors	91,888	10,295	102,183	95.9%	94.2%	95.8%
Associate professors	75,000	19,046	94,046	83.2%	81.9%	82.9%
Assistant professors	60,628	32,252	92,880	26.6%	30.5%	27.9%
Instructors	13,649	14,833	28,482	9.8%	8.6%	9.2%
Lecturers	3,272	2,827	6,099	12.1%	11.7%	11.9%
No academic rank	23,517	12,673	36,190	81.2%	70.3%	77.4%
All ranks combined	267,954	91,926	359,880	70.0%	49.7%	64.8%

Includes only institutions reporting tenured faculty members.

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

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2101 WISCONSIN AV/NW
WASHINGTON DC 20014

E CHRONICLE
of Higher Education®

ISSN 0009-5982

October 7, 1981 • $1.25
Volume XXIII, Number 6

News Summary

Articles on inside pages

The Arkansas Supreme Court may be asked to settle a dispute between the Little Rock campus of the University of Arkansas and the university system's headquarters. Story on Page 3.

Despite tighter security on many campuses, more thefts, burglaries, and violent crimes were reported last year. Story on Page 5.

Greater rights for college athletes, including the right to form unions, are the goal of a new group that plans to organize campus chapters. Story on Page 4.

A state of financial emergency has been declared at Washington State University. Story on Page 4.

Roman Catholic seminaries in the U.S. will undergo evaluations ordered by the Vatican. Story on Page 8.

The Department of Education has proposed liberalizing rules designed to enforce an anti-sex-bias law. Story on Page 9.

A lawsuit focusing on the proper role of religious groups on public university campuses is one of the first cases on the Supreme Court's 1981-82 docket. Story on Page 9.

President Reagan has proposed a $2-billion cut in the Department of Education's nearly $15-billion budget. Story on Page 9.

Economics textbooks introduce new economic theories and vocabulary only gradually, even after they've become "common knowledge," say some scholars. Story on Page 15.

A referendum on opening an Afrikaans-language university in South Africa to all races has been canceled. Story on Page 13.

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18-Year Decline in Aptitude-Test Scores Halted this Year, College Board Reports

But it's 'too early to predict' they've leveled off for good

By Lawrence Biemiller

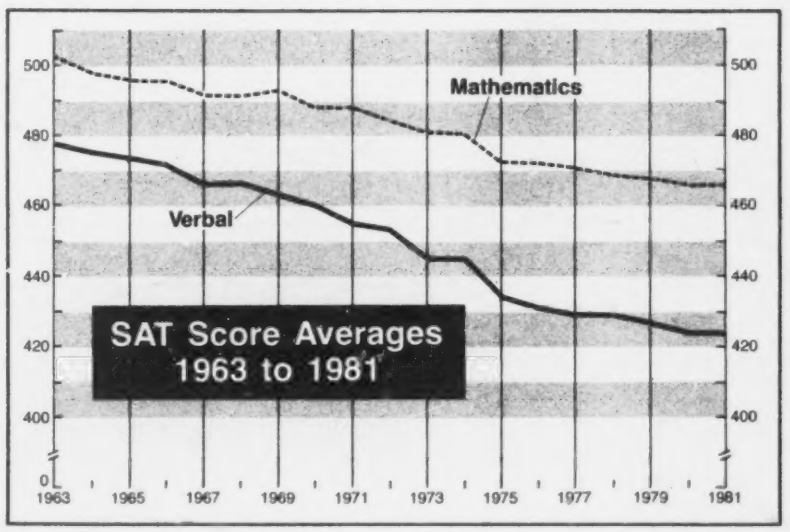
The much publicized decline in high-school seniors' scores on the Scholastic Aptitude Test has been halted, at least temporarily, the College Board disclosed last week.

According to a compilation of test results for students who were graduated in 1981, the average scores for college-bound seniors remained at 424 on the verbal section of the S.A.T. and 466 on the math section. The board reports S.A.T. results on a scale of 200 to 800.

This is the first time that both scores have remained unchanged from one year to the next.

But, cautioned an official of the College Board, which administers the S.A.T. each

Continued on Page 8, Column 1



SOURCE: THE COLLEGE BOARD — CHRONICLE CHART BY PETER H. STAFFORD

High Interest Rates in Bond Market Delay Buildings, Push Up Costs at Many Colleges

By Jack Magarrell

High interest rates in today's bond market have put an important source of money out of reach for many colleges and universities.

Among the effects:

▶ Major building projects have been delayed while institutions wait for rates to come down.

▶ Charges to students are being pushed up by higher financing costs for student housing and other facilities.

▶ Student-loan programs are hampered by lack of bond-financed guarantees.

"High interest rates have forced states that use revenue bonds practically out of the marketplace," said Stan C. Broadway, executive director of North Carolina's State Education Assistance Authority.

Higher Interest Demanded

Tax-exempt revenue bonds have long been used to raise money at relatively low interest rates for projects that will produce enough income to pay off the indebtedness.

Such bonds can be sold at interest rates substantially lower than the going commercial rate because the buyers do not have to pay taxes on the interest.

For building projects, repayment usually has been spread over a period of 25 years or more. Because investors have been unsure of future trends, they have demanded increasingly high interest for investments in long-term bonds.

"A couple of years ago, you could issue long-term bonds for 7 to 10 per cent," said James J. Unland, director of public finance at William Blair & Company in Chicago. "Now, 30-year bonds run 12 to 16 per cent."

For some colleges and universities, especially the smaller ones, the rates are prohibitive.

"We're aware of a dozen institutions that are waiting on the sidelines for rates to

Continued on Page 6, Column 1

Soviet Attaché Submits to Questions on Plight of Dissident Scientists

By Malcolm G. Scully

BETHESDA, MD.

The top Soviet science official in the United States held an unprecedented question-and-answer session here last month with a group of American scientists concerned over the plight of their dissident colleagues in the Soviet Union.

Igor Makarov, science attaché at the Soviet embassy, did not convince many members of his audience of more than 100 that his government was blameless in its treatment of the dissidents, nor did he even try.

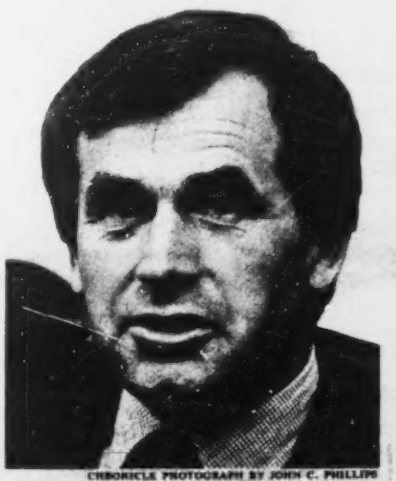
But he answered the questions candidly and gave a strong defense of his government and its policies.

"To be frank with you, maybe sometimes the right procedures are not taken in my country," he said. However, he added, pressure from American scientists over the issue would not bring about changes in his government's approach.

"Nobody likes to be pushed around," he said. "A lot of people here don't like what's being done in my country. Well, it's a fact. . . . We are doing it our way."

Mr. Makarov added, "Russians don't like a lot of things being done in the United

Continued on Page 14, Column 1



CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Science Attaché Igor Makarov

Campus Threatens Secession in U. of Arkansas Flap

LITTLE ROCK, ARK.

Tension between the University of Arkansas system's headquarters in Fayetteville and the university's campus here has broken out in an acrimonious dispute that may soon find its way to the state supreme court. In the meantime, people here are discussing—with increasing seriousness—the possibility of secession from the system.

The issue over which people are choosing up sides is an attempt by James E. Martin, the system's president, to fire G. Robert Ross, chancellor of the Little Rock campus. Arrayed behind Mr. Martin are the system's trustees, while Mr. Ross is defended by his campus's board of visitors.

State politics, regional considerations, and a host of factors large and small (not the least of them the division of the university's home football schedule between Fayetteville and Little Rock) have influenced the large cast of supporting actors—as well as those, such as Gov. Frank White, who have chosen to remain outside the fray.

The dispute has its origins in the 1969 agreement under which the University of Arkansas, which then consisted of only the Fayetteville campus and a medical facility here, absorbed Little Rock University, a private institution then approaching insolvency.

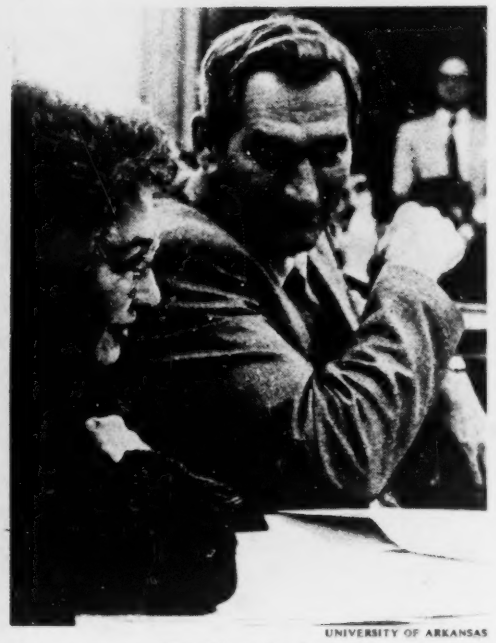
Under the agreement, the newly acquired campus retained a board of visitors separate from the university system's board of trustees. The trustees were to have full legal responsibility for the operation of the system; the visitors were to be an advisory body linking the Little Rock campus with the local community.

In the years since, both sides agree, the campus has grown considerably, and the board of visitors has taken an active interest in its progress. It has supported Chancellor Ross's efforts to lobby the state legislature to gain money and programs for the campus.

Last year, however, the system's trustees hired a new president, Mr. Martin. Within a few months, the trustees were "aware of Dr. Martin's desire to request the resignation" of Mr. Ross.

William Hughes, a spokesman for the system's administration in Fayetteville, charged last week that Mr. Ross had "consistently refused to follow administration orders, and may have violated several state statutes."

Chancellor G. Robert Ross outside courtroom.



UNIVERSITY OF ARKANSAS

President James Martin (center) during injunction proceedings.

"Mr. Ross was very ambitious for his campus," Mr. Hughes said. "He entered into contracts without the trustees' approval. And he refused to pull his lobbyists out of the legislature after an agreement on the division of funds to the various campuses had been reached."

Two of the contracts in question, according to a memorandum written by Mr. Ross, involved leasing equipment that has increased the capacity of the Little Rock campus's computer, and hiring a dance company that is now teaching a ballet class there.

But when Mr. Martin tried to remove Mr. Ross from the chancellorship, possibly to be assigned to other duties within the system, the visitors obtained an injunction from a local court to prevent the move on the grounds that Mr. Martin had never consulted the board of visitors. They also asked the court to clarify the board's powers.

The following day, the system's trustees voted to fire Mr. Ross, but the visitors moved successfully to have the trustees included in the court's injunction.

As of last week, a court hearing on the matter had not been scheduled. Mr. Hughes said the university system would not wait for the hearing to take place, but would appeal directly to the state supreme court. The appeal has not yet been made.

On the Little Rock campus, meanwhile, the faculty assembly and the deans' council both approved resolutions backing Mr. Ross, and students held several rallies to demonstrate their support. The local chamber of commerce and several local newspapers also came to his defense.

The visitors have met several times recently to express their support for Mr. Ross. Last week, they authorized their chairman to pursue "a course of action most likely ultimately leading to the secession of this university from the University of Arkansas system," an idea that had already won the backing of the faculty assembly and many students.

Although he made an appearance at one of the student rallies, Mr. Ross has kept quiet about the dispute over his firing—in any case, his contract expires June 30, 1982—and the possibility of secession. —LAWRENCE BIEMILLER

awards of up to $60,000 a year to 21 "prize fellows" in various fields.

■ Corrections

▶ The Notepad column in *The Chronicle*, September 23, incorrectly reported that the National Institute of Education had canceled a new grant program for research on institutions of higher education.

The program began in June, 1980, and the institute has decided to suspend it only in fiscal 1982 as a result of budget cuts. The institute has no connection with a new program on adolescent sex that was also cited in the column. That program will be administered by the Department of Health and Human Services.

▶ A Fact-File in *The Chronicle*, September 30, incorrectly reported the percentage of faculty members with tenure, all ranks combined, at public universities. The correct figures are 71.3 per cent for men, 42.8 per cent for women, and 66.0 per cent for all.

Give Colleges More, Corporations Urged

WHITE PLAINS, N.Y.

Business corporations are feeling increased pressure to support colleges and universities because of reductions in federal support.

At a meeting of business executives here, a positive response to the demand for larger corporate contributions was described as not only a social responsibility but an opportunity for enlarging business influence.

"For years, business leaders have been telling the public that if only government would get off our backs we could do a lot of things better than government," said James L. Ferguson, chairman and chief executive of General Foods Corporation.

Now, he said, the Reagan Administration, through tax cuts for business and reduced federal support of educational and charitable institutions, has handed more responsibility to businesses.

"Business must respond to the public's raised expectations that it will make up for at least some of that lost federal funding," Mr. Ferguson said.

Kent Rhodes, chairman of the Reader's Digest Foundation, the philanthropic arm of the Reader's Digest Association, said the association viewed its philanthropic programs as investments and supervised them as carefully as any other investment.

Opportunity for Influence

Rather than give unrestricted gifts, he said, the association works with institutions to create programs in line with the association's goals and then insists on strict accountability.

The increased demands for corporate philanthropy will create unprecedented opportunities for business to make its influence felt, Mr. Rhodes said. To exercise that influence, he said, business must expand its role in philanthropy by active participation in the organizations it supports.

John R. Opel, president of International Business Machines Corporation, said I.B.M. focused its contributions to education on areas where there is a "close match between the company's interests and those of higher education."

Last year, he said, a third of I.B.M.'s contributions to education went to science and engineering; a fourth went to economics, management, and business education; and a fifth went to special programs for minority-group members and women.

Victor A. Bonomo, executive vice-president of Pepsico, urged the executives to initiate programs rather than wait for the right proposal to come to them.

—JACK MAGARRELL

Notes on . . .

Radio & TV

Members of the National Association of Educational Broadcasters will be asked next month to vote on a resolution dissolving the organization.

In its place, representatives of about 10 public broadcasting institutions plan to establish a new, nonmembership-based organization to be known as Telecommunications Services. In a report on the plans published in an association newsletter, President James Fellows said the new nonprofit organization would offer professional and research services to radio and television broadcasters.

Instead of depending on membership dues for its income, he added, the new organization would charge a basic retainer for some of its services and provide others on a "pay as you use" basis.

The N.A.E.B. has experienced growing economic problems since 1974 when it became dependent on dues from individual members. Before that time it had been supported by public radio and television stations.

Last spring the association announced that it faced a $43,000 deficit on its annual budget of about $1-million, and that it would suspend publication of its bimonthly journal—*Public Telecommunications Review*.

A spokesman said the association faced debts "in the hundreds of thousands of dollars."

Under the reorganization proposed by Mr. Fellows, the association's assets and liabilities would be transferred to Telecommunications Services.

The founders of the new organization will include both public radio and television stations and public broadcasting networks, the spokesman said.

The resolution to be submitted to N.A.E.B. members in November calls for the association's dissolution by December 31.

In his report on the plans, Mr. Fellows said that while the new organization could be viewed as a successor to N.A.E.B., it would become "a very distinctive and different entity. It will be more flexible, more capable of growth, more adaptable and expandable.

"Its reliance on a pay-as-you-use financing strategy will establish from the outset a realistic fiscal premise that is long overdue."

■

Public radio and television stations could earn a total of as much as $164-million a year if they offered commercial advertising clustered at various times during the day, according to a study for the Corporation of Public Broadcasting.

However, the study noted, such revenues would be possible only if all public stations carried the advertising.

The concept of "cluster advertising," which has been used for several years in Western Europe, has been proposed as one possible source of new income for public stations in the United States that face losses in federal aid over the next several years.

Under the plan, groups of advertisements are broadcast in sequence several times during the day between programs, rather than during them.

In the meantime, C.P.B. has begun making plans to establish the Temporary Commission on Alternative Financing for Public Broadcasting. The commission was authorized by Congress last summer with the primary purpose of looking into cluster advertising and other possible devices for generating new revenues.

—MALCOLM G. SCULLY

Bonds

Continued from Page 1

come down,". Mr. Unland said. "There's a general view that unless you have to go into the market to finance something it's better to wait."

For projects that can't wait, some institutions are taking advantage of lower rates for short-term borrowing. They borrow for from one to five years and then refinance their debt—on a permanent long-term basis if rates are down, for another short term if rates remain high.

"I think one-to-three-year notes are the best way to go at this time," Mr. Unland said.

The New York State Dormitory Authority, which sells bonds to finance building projects at private colleges and universities, began issuing three-year notes this year instead of the customary long-term bonds. Like the bonds, the notes offer buyers the advantage of tax-exempt earnings.

Thomas A. Devane, director of financial analysis at the New York agency, said it could sell three-year tax-exempt notes at interest rates in the range of 9.5 to 10 per cent, compared with 14.5 or 15 per cent for long-term tax-exempt bonds.

Market 'Somewhat Volatile'

When the three-year notes come due, the agency will have to refinance the debt—by selling long-term bonds if the market is favorable, or by selling more short-term notes and waiting for long-term rates to come down.

"We need a breathing moment for the bond market to get some direction," he said. "It seems to be somewhat volatile."

The New York agency sold $9-million worth of three-year tax-exempt notes at 7.98 per cent last April to finance new academic facilities at the University of Rochester.

In June, it raised $40-million for renovation projects at New York University with three-year notes at 8.23 per cent.

Public colleges and universities in New York have been postponing the start of construction while other methods of financing are explored, Mr. Devane said.

The University of California system has been unable to sell revenue bonds in the past year because of a state law limiting interest on such instruments to 10 per cent.

That left the university with no permanent financing for $134-million worth of projects already built or under construction on its campuses.

Such construction is routinely financed by short-term borrowing from banks, and permanent financing is done through the sale of tax-exempt bonds, paid off over 25 or 30 years from revenues generated by the projects—student housing, parking, and recreation facilities.

To get the university out of its financial dilemma, the California legislature recently raised the 10-per-cent ceiling on interest to 12 per cent. But the bond market has been changing so fast that that now may not be high enough.

"At this moment, I don't think we could sell them at 12 per cent," said Vivian A. D. Scrudder, university coordinator of auxiliary enterprises and service programs.

The choice now is to continue with temporary financing while waiting for the interest rates to drop below 12 per cent or to seek another increase in the legal interest ceiling.

Most of the University of California's projects now awaiting bond financing were planned two or three years ago when the interest rate was expected to be about 8 per cent.

About a year ago, campus officials were advised to assume an interest rate of 11 per cent when planning any new facilities to be financed through revenue bonds.

The campuses have not been proposing new projects because at 11 per cent they cannot be expected to earn enough money to pay for themselves.

"If interest rates came down to 8 per cent again, we would have a whole bunch of projects," Ms. Scrudder said.

In California, as in many other states, public financing agencies, state or local, issue tax-exempt revenue bonds on behalf of private colleges and universities.

A. Dean Buchanan, vice-president for business and finance at California Lutheran College, said the private institutions must rely increasingly on revenue bonds for financing new construction because of reductions in federal funds for such purposes.

Despite the high interest rates, a few strong private universities "have enough resources that they're going ahead to build what they need," Mr. Buchanan said, but smaller institutions are having trouble.

Costs Double in 2 Years

California Lutheran financed a $5-million dormitory project in 1979 with bonds that sold for 7.25 per cent, he said.

"Today the [interest] cost would probably be double that, and we wouldn't be able to finance it out of dormitory revenues," he said.

In Virginia, Old Dominion University plans to take bids this fall for construction of a $9.5-million residence hall.

Earlier this year, it was estimated that the state revenue bonds to finance it would have a rate of 8 per cent. The most recent estimate is 12 per cent.

E. Wayne Higgins, vice-president for operations and finance at Old Dominion, said the difference between 8 and 12 per cent interest would amount to an increase of about $155 in yearly dormitory rates throughout the university.

In Texas, local and regional agencies sell revenue bonds to support student-loan programs by buying the loans from banks.

"They have been unable to sell any bonds for a year or more, due to the very high cost in the bond market," said Mack C. Adams, assistant commissioner for higher education at the State Coordinating Board of the Texas college and university system. "This has slowed down the availability of student loans."

The student-loan financing agencies, established by local governments, started operating in 1977 and sold about $100-million worth of bonds.

"Some of them may have a little money, but most of them are pretty dry," Mr. Adams said.

With the local guarantees drying up, students have relied more heavily on a state-operated loan program. Although the state loan agency has not sold any bonds in the past five years, it is able to continue operating with its existing funds as long as it doesn't make new loans faster than old ones are paid off.

The state program had been lending about $10-million a year but increased its volume to $14-million last year and to about $17-million this year, Mr. Adams said.

In North Carolina, the State Education Assistance Authority is planning a bond issue of $51.5-million before the end of the year, but only because banks in the state have agreed to buy the student-loan bonds even though they are not as attractive as other investments, Mr. Broadway said.

FACT–FILE

A Profile of 1979-80 Ph.D.'s

	Arts and humanities	Computer sciences	Education	Engineering	Life sciences	Mathematics	Physical sciences	Social sciences	All fields †
Doctor's degrees conferred	3,863	218	7,576	2,479	5,325	745	3,151	6,253	30,982
Sex									
Men	60.4%	90.4%	55.5%	96.4%	74.8%	87.2%	87.7%	65.4%	69.7%
Women	39.6%	9.6%	44.5%	3.6%	25.2%	12.8%	12.3%	34.6%	30.3%
Racial or ethnic group									
American Indian	9	—	53	3	11	—	7	18	106
Asian	38	9	92	278	227	43	238	148	1,097
Black	103	—	602	18	68	12	29	222	1,095
Puerto Rican	12	—	24	3	3	—	4	18	69
Mexican-American	15	—	52	1	7	—	7	23	109
Other Hispanic	76	1	77	24	33	5	24	65	305
White	3,064	143	5,676	1,141	3,908	496	2,779	4,757	22,326
Other and unknown	161	16	256	85	250	27	232	247	1,287
Citizenship									
United States	87.3%	71.3%	86.7%	50.6%	80.4%	69.8%	75.9%	84.7%	81.0%
Foreign	8.8%	25.7%	8.2%	46.3%	17.6%	27.1%	21.6%	11.6%	15.9%
Unknown	3.9%	2.8%	3.1%	3.1%	2.0%	3.1%	2.4%	3.7%	3.1%
Marital status									
Married	57.9%	51.4%	68.7%	62.1%	61.1%	51.0%	54.0%	57.4%	61.1%
Not married	36.4%	43.1%	26.8%	32.7%	35.2%	44.4%	41.8%	37.2%	34.1%
Unknown	5.6%	5.5%	4.6%	5.2%	3.7%	4.6%	4.3%	5.4%	4.7%
Median age at doctorate	33.4	29.5	37.0	30.3	30.0	29.3	29.1	31.6	32.2
Median number of years from bachelor's degree to doctorate	10.6	7.4	13.1	7.6	7.3	7.0	6.8	8.7	9.3
Per cent with bachelor's degrees in same field as doctorate	64.2%	15.6%	39.0%	75.2%	40.9%	81.9%	76.5%	58.6%	53.8%
Planned postdoctoral study									
Fellowship	2.8%	3.7%	0.8%	3.2%	28.8%	6.6%	15.8%	6.7%	9.0%
Research associateship	0.8%	5.5%	0.7%	8.4%	15.6%	5.1%	24.1%	2.6%	6.8%
Traineeship	0.2%	0.5%	0.5%	1.3%	2.2%	0.5%	0.5%	1.5%	1.0%
Other	1.9%	0.0%	0.8%	0.6%	4.5%	1.3%	0.9%	1.1%	1.6%
Planned postdoctoral employment									
Educational institution	65.9%	39.9%	67.8%	23.0%	23.7%	56.0%	12.5%	43.6%	45.3%
Industry or business	6.5%	37.2%	5.1%	41.8%	8.0%	15.7%	30.7%	9.7%	12.9%
Government	3.6%	5.5%	9.8%	11.9%	7.8%	5.1%	7.5%	12.9%	8.9%
Nonprofit	4.5%	1.8%	4.7%	1.5%	1.9%	0.7%	0.9%	9.8%	4.8%
Other and unknown	5.2%	0.9%	3.8%	1.5%	2.3%	2.3%	1.6%	5.5%	3.5%
Postdoctoral status unknown	8.7%	5.0%	5.9%	6.6%	5.3%	6.7%	5.4%	6.8%	6.3%
Primary postdoctoral work activity									
Research and development	5.6%	64.6%	5.7%	64.7%	47.5%	39.3%	70.4%	21.9%	25.6%
Teaching	72.4%	25.2%	39.0%	19.8%	29.8%	50.9%	15.9%	39.4%	40.1%
Administration	5.8%	2.7%	36.0%	2.0%	5.1%	0.9%	2.1%	7.1%	14.4%
Professional services	4.5%	2.7%	11.2%	5.3%	7.2%	4.5%	3.7%	24.0%	11.4%
Other	5.6%	1.4%	2.2%	3.1%	4.7%	1.3%	3.7%	2.7%	3.2%
Unknown	5.9%	3.4%	6.0%	5.1%	5.7%	3.2%	4.1%	4.9%	5.3%

Note: Figures do not include first-professional degrees, such as M.D. or D.D.S.
† Includes degree categories not listed separately.

SOURCE: SURVEY OF EARNED DOCTORATES, NATIONAL RESEARCH COUNCIL

War Against Crime

Continued from Preceding Page

environment, but in the case of sexual assaults there are usually things that the victims could have done to prevent them," said Thomas J. Deseve, Jr., manager for safety and security in the university's department of resident life. "The unfortunate thing is it usually takes a rash of these things to get people to pay attention to what we have been telling them all along."

Since January, according to the university police, no sexual attacks have been reported on the campus, and the overall number of crimes has dropped by 8 per cent since the same period in 1979.

Although some campuses reported six or more rapes in a bad year, most colleges and universities participating in the F.B.I. survey reported an annual average of one or two.

Many campus security officers note that now, in contrast to the 1960's, they are developing close relations with students, and that the increased cooperation is helping to keep the crime rate from rising even higher.

Clemson University has started a program called People Are Watching (PAW, which also refers to the university's "Tiger Paw" logo) that encourages students to report any suspicious activity to the campus police.

As a result of the campaign, the university police have been deluged with calls—2,600 since January, said Jack D. Ferguson, director of public safety.

Although few of the calls have led to arrests, Mr. Ferguson gives the 2-year-old PAW program credit for making the campus safer. No rapes have been reported at the university since he took over the public-safety job in 1979.

He added that because of the program, a nude jogger, who had been harassing women on the campus for two years, had been caught last April.

Despite the increased security measures adopted by the institutions, an increasing number of women are taking steps to learn how to defend themselves.

At the University of Missouri at Columbia, the police department prides itself on a three-year-old crime-reduction program, which includes regular patrols by student "cadets" and the installation of lights in most dark areas and of emergency telephones on secluded footpaths.

Last year, however, a group of women asked the campus police to give them instruction in the use of hand guns.

"These were women who had purchased firearms and didn't know where else to go to get training in how to use them," said Ronald E. Mason, the chief of campus police.

Mr. Mason said the university did not encourage students to buy guns for protection. It has a policy of requiring students who live on the campus to register their firearms with police.

He said he taught the firearms course to a class of 24 female students last fall and planned to teach another such course this year.

Note Pad

One vocal critic of the Reagan Administration's efforts to slash federal aid to college students recently tired of using standard political rhetoric to defend education programs.

Representative Peter A. Peyser, Democrat of New York and a member of the House Subcommittee on Postsecondary Education, took to the floor of the House of Representatives with a poem to make his feelings clear:

Mr. President, we all agree
To balance the budget would be great to see.
To have interest fall and inflation drop
Would help to solve the problems we've got.
Your plans, however, seem to fall apart,
Where you use all head and so little heart.
There are people's lives who you represent
Whose futures will dim unless you relent.
Education and food, jobs, housing, and health,
Are the things that will keep our great natural wealth.
Mr. President, listen to the heartbeat of this land.
It does not grow strong with just numbers and plans.
It needs understanding and a sense of fair play.
If you give it all that, you will carry the day.

■

Although President Reagan dismissed four members of the National Commission on Student Financial Assistance who had been appointed by President Carter, the new panel has plowed ahead with its task of finding ways to improve and reduce the cost of federal student-assistance programs.

At their first public meeting recently, the eight remaining members of the commission, appointed by Congress, discussed plans for studies analyzing alternative ways to reduce the cost of the Guaranteed Student Loan program and for studies of the government's present system of paying interest subsidies to commericial lenders to encourage them to make student loans.

Among those rumored to be under consideration by the Reagan Administration to replace the four Carter appointees are James M. Furman, executive vice-president of the John D. and Catherine T. MacArthur Foundation, and Kenneth R. Reeher, executive director of the student-loan-guarantee agency in Pennsylvania, the Higher Education Assistance Agency.

■

Hugh Joseph Beard, Jr., a deputy general counsel in the Department of Education, came to his government post with plenty of experience in education-related litigation.

Previously, he had served as executive director of the North Carolina Fund for Individual Rights, a group that has filed several suits challenging university policies that it regarded as examples of "reverse discrimination."

In one such case, the group challenged a policy at the University of North Carolina at Chapel Hill that required that 2 of the 18 members of its student-government council be members of minority groups.

Mr. Beard says, though, that he disqualified himself from any role in the Department of Education's recent desegregation settlement with the University of North Carolina.

Washington

Exemption from Anti-Bias Rules Proposed for Colleges that Don't Get Direct U.S. Aid

By Janet Hook

WASHINGTON

The Department of Education has proposed changing its anti-sex-bias regulations to exempt colleges that receive no direct federal funds, even though their students may receive grants and loans from the government.

If approved by the Justice Department and eventually made final, the proposal could put an end to a four-year-old court battle between Grove City College and the Department of Education, according to government documents submitted to the U.S. Court of Appeals for the Third Circuit, which is handling the case.

One issue in the Grove City dispute is whether the institution should be considered a recipient of federal funds, and thus subject to the anti-sex-bias law, because its students get federal loans and grants.

The college contends that it should not be considered subject to the law, Title IX of the Education Amendments of 1972, because the institution accepts no direct federal support and does not administer the two financial-aid programs from which its students benefit—Pell Grants and Guaranteed Student Loans.

Title IX bans sex bias in federally assisted education programs or activities.

In papers submitted to the U.S. Court of Appeals for the Third Circuit, government lawyers said the Department of Education had proposed changes in the definition of "federal financial assistance" that would affect the determination of which institutions are covered by Title IX.

Under existing regulations, an institution is considered a recipient of federal aid if its students receive government grants and loans.

Exemption Would Be Limited

The proposed change in the regulations, which was submitted to the Justice Department for its approval, "redefines federal financial assistance in a manner that would effectively relieve Grove City College of any responsibility under Title IX given the nature of federal financial aid programs presently available to students attending that institution," the court documents said.

The proposals reportedly would not exempt from Title IX coverage those institutions whose students receive aid under the three federal programs administered by campus officials—Supplemental Educational Opportunity Grants, College Work-Study, and National Direct Student Loans—or if, as is the practice at most institutions, the Pell Grants are disbursed by the college.

A college would not be considered a recipient of federal aid if, as at Grove City College, the students receive only federally guaranteed loans and Pell Grants that are distributed directly by the government.

The documents submitted to the court also said the Department of Education was likely to propose changes in another section of the Title IX regulations that requires institutions to sign a form assuring its compliance with Title IX, before it can receive federal aid.

The Grove City controversy began when

Continued on Following Page

Case on Religious Freedom of Students on Agenda as Court Begins New Term

By Cheryl Fields

WASHINGTON

One of the first tasks the Supreme Court is taking up as it opens its new term this week is a University of Missouri case that raises questions about the proper role of student religious groups on a public-university campus.

Other college-related cases that the Court will consider later in its term involve:

▶ The legality of the federal government's transferring surplus property to a religious college;

▶ The right of a private university to bar political activities by nonstudents on its campus; and

▶ The scope of an anti-sex-bias law, Title IX of the Education Amendments of 1972.

In the Missouri case, the university is challenging a decision by the U.S. Court of Appeals for the Eighth Circuit. That court held that the institution had infringed on students' rights to freedom of religious expression and free speech by refusing to allow a student group to hold regular religious services in a campus building.

The issue arose in 1977 when Cornerstone, a student group at the university's Kansas City campus, was refused permission to hold nondenominational religious services in the institution's student center.

The university contends that its rules and regulations barring such use of public tax-supported facilities is based on the First Amendment's ban on government "establishment" of religion and also on the Missouri Constitution's requirements for strict separation of church and state.

The university also contends that the circuit court erred when it implied that the university campus was "an open forum similar to the National Mall [in Washington] and other parkland." The university contends that "the campus of a state university is dedicated to one special function and that is education. The uses of students of their campus . . . cannot compare to the magnitude of different peoples, ideas, purposes and events that occur at the National Mall or in the public parks of this country."

The university also says that the case, "as finally decided, will affect . . . every student who attends or plans to attend a public college or university in this country . . . [and] all tax-paying citizens of this country, whether or not they intend to send their children to a public college or university."

Surplus property. In a second case involving questions about separation of

Continued on Page 12, Column 3

Revised Budget Cuts: $2-Billion More from Education

WASHINGTON

The Department of Education's $14.9-billion budget would be slashed by more than $2-billion in 1982 under President Reagan's proposed new spending cuts for social programs.

Mr. Reagan has asked Congress to make additional cuts in domestic spending, while taking only a nick out of the defense budget, to achieve $13-billion in savings in fiscal 1982, which began October 1.

The White House last week sent Congress its revised budget request for fiscal 1982, reflecting a 12-per-cent reduction in the amount President Reagan had requested in the 1982 budget he submitted last March.

For some programs, however, the President's revised request would represent a cut of even more than 12 per cent below spending ceilings set by Congress this summer in its "budget reconciliation" bill. Although that measure trimmed some $35-billion from the 1982 budget, it did not cut as much money from some federal programs as the President had requested in March.

For example, the budget bill set a $113.7-million ceiling for the National Endowment for the Humanities. Because President Reagan had originally requested only $85-million for the endowment, his revised request reduced the $85-million figure to $74.8-million—about 34 per cent less than the ceiling set by Congress.

It was still unclear last week how many individual education programs would be affected if Congress followed the President's new budget-cutting plan. Documents released by the Office of Management and Budget showed revised budget levels for broad categories of programs—such as student financial assistance—leaving individual agencies some discretion in

Continued on Following Page

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Budget

Continued from Preceding Page
deciding how the overall reduction would affect individual programs.

One official in the Department of Education said a 12-per-cent cut would probably be made in each program. That would mean, for example, that $2.19-billion would be requested for Pell Grants, down from the $2.49-billion allowed under the President's March budget. Supplemental Education Opportunity Grants would be cut from $370-million to $325.6-million, and aid to black colleges and other developing institutions would drop from $129.6-million to $114-million.

The across-the-board reduction would not apply to "entitlement" programs, such as Guaranteed Student Loans, which Congress is obliged to finance. However, Mr. Reagan said he would soon propose a package of economy measures for such programs. Officials indicated that tighter eligibility criteria would be proposed for student loans.

$1.3-Billion Less

The House of Representatives was expected to begin debate on its fiscal 1982 appropriations bill for education and health programs late last week. As approved by the House Appropriations Committee, the bill would provide $13.9-billion for the Department of Education—while the President's revised budget asked Congress to provide only about $12.6-billion.

Even the appropriations bill drafted by a Republican-dominated Senate subcommittee would provide about $1.3-billion more for the department than the amount requested under the Administration's revised budget.

The two education-appropriations measures wending their way through the House and Senate would both exceed the Administration's revised spending requests for most college programs. For example,

▶ The Administration has proposed providing $3.31-billion for the National Institutes of Health, while panels in both the House and Senate have voted to provide $3.8-billion.

▶ The revised Reagan budget would allow $3.34-billion for student-aid programs, not including guaranteed loans. The House bill would provide $3.83-billion for those programs, and the Senate measure would provide $3.39-billion.

▶ The National Science Foundation would receive $910-million under the revised Reagan plan, while a House-Senate conference committee has agreed to provide $1.085-billion for the agency in fiscal 1982.

If Congress finally agrees on appropriations bills that exceed the Administration's targets, President Reagan said he would veto those "budget-busting" measures.

Because no appropriations measures were enacted by the time the new fiscal year began on October 1, legislators rushed to complete work last week on a temporary financing measure that would keep federal agencies running until regular appropriations measures are passed.

Under the measure drafted last week by a House-Senate conference committee, spending authority would be extended until November 20. Most education programs would be financed at fiscal 1981 levels, or at the levels set in the House education-appropriations bill, whichever is lower.

President Reagan also called for the speedy dismantling of the Department of Education. The Administration is expected to unveil its blueprint for the reorganization of the agency later this month. Any proposal to reorganize the Education Department would have to be approved by Congress.

The Administration is also expected to release this month its proposal for dismantling the Department of Energy—a plan the White House estimates will save about $1.5-billion by 1984 with the elimination of 4,400 of the department's 15,700 jobs.

No comparable estimates were available on expected personnel reductions in the Department of Education. However, in a recent memo, Secretary Bell said that layoffs of department employees were "highly probable"—despite the claim of other Administration officials that President Reagan's goal of reducing government jobs by 75,000 over the next three years would be met primarily through attrition. —JANET HOOK

FACT–FILE

Revised Budget Requests for Fiscal 1982

	Fiscal 1981	Fiscal 1982		
	Actual appropriation	Original Reagan request	Congressional spending ceiling	Revised Reagan request
DEPARTMENT OF EDUCATION				
Student financial assistance	$3,801,550,000	$3,793,750,000	$3,932,750,000	$3,338,500,000
Guaranteed Student Loans	1,913,766,000	1,773,846,000	*	2,409,669,000
Higher and continuing education	396,219,000	380,153,000	399,700,000	334,535,000
Vocational and adult education	774,478,000	616,232,000	838,301,000	626,764,000
Educational research and statistics	74,561,000	70,947,000	84,561,000	62,392,000
Office for Civil Rights	46,915,000	49,396,000	*	43,468,000
Institute of Museum Services	12,857,000	220,000	9,600,000	194,000
NATIONAL INSTITUTES OF HEALTH				
Cancer Institute	990,613,000	1,025,946,000	*	902,832,000
Heart, Lung, and Blood Institute	550,351,000	579,602,000	*	510,050,000
Institute of Dental Research	71,281,000	74,627,000	*	65,672,000
Institute of Arthritis, Diabetes, Digestive, and Kidney Diseases	369,968,000	380,594,000	*	334,923,000
Institute of Neurological Disorders and Stroke	252,956,000	276,158,000	*	243,017,000
Institute of Allergy and Infectious Diseases	232,479,000	243,755,000	*	214,504,000
Institute of General Medical Sciences	334,116,000	341,201,000	*	300,257,000
Institute of Child Health and Human Development	220,924,000	231,093,000	*	203,362,000
Eye Institute	118,125,000	132,324,000	*	116,445,000
Institute of Environmental Health Sciences	93,642,000	110,058,000	*	96,851,000
Institute on Aging	75,789,000	84,186,000	*	74,084,000
Research Resources	175,848,000	191,863,000	*	168,839,000
International Center	9,138,000	9,589,000	*	8,438,000
Library of Medicine	44,730,000	47,677,000	*	41,956,000
Total	3,573,397,000	3,762,483,000	*	3,310,985,000
NATIONAL SCIENCE FOUNDATION				
Research	936,000,000	1,020,100,000	*	897,688,000
Science education	70,700,000	9,900,000	*	9,712,000
Total	1,039,990,000	1,033,500,000	*	910,480,000
OTHER AGENCIES				
Department of Agriculture: Science and Education Administration	424,831,000	456,569,000	*	401,781,000
Department of Energy: General science and research	504,400,000	567,460,000	567,460,000	494,365,000
National Endowment for the Humanities	151,300,000	85,000,000	113,700,000	74,800,000
National Endowment for the Arts	158,800,000	88,000,000	119,300,000	77,440,000
Veterans' education and training	2,289,808,000	1,658,000,000	*	1,938,800,000
National student-aid commission	250,000	1,000,000	*	880,000
Equal Employment Opportunity Commission	141,200,000	140,389,000	*	123,542,000

* No spending ceiling set in the "budget reconciliation" bill approved by Congress in July.

In Federal Agencies

Age Discrimination. The Equal Employment Opportunity Commission published, in the September 29 *Federal Register*, final interpretations of the Age Discrimination in Employment Act of 1967. The interpretations replace those followed by the Department of Labor in the past and took effect upon publication.

Civil-rights office. The Department of Education published, in the September 30 *Federal Register*, a request for comments on the proposed operating plan for its Office for Civil Rights in fiscal 1982. The office insures that recipients of federal education funds comply with federal civil-rights statutes. The public may comment until November 16.

Education grants. The Department of Education proposed, in the September 30 *Federal Register*, a revision of the rules governing grants made by the Fund for the Improvement of Postsecondary Education. The public may comment until November 16.

Handicapped. The Architectural and Transportation Barriers Compliance Board published, in the September 29 *Federal Register*, a notice extending the period for public comment on its proposal to eliminate federal rules requiring that buildings financed with federal funds be made accessible to the handicapped. Comments must be received by November 9.

Libraries. The Department of Education published, in the September 24 *Federal Register*, a breakdown of the federal matching funds it will provide for libraries in each state between September 30, 1982 and September 30, 1983 under the Library Services and Construction Act.

New Rates to Add $11-Million to Colleges' Postage Costs

WASHINGTON

College and university mailing costs will increase by an estimated $11-million a year as a result of the 20-cent rate for first-class mail that was announced last week by the board of governors of the U. S. Postal Service.

Unless stalled by court challenges, the new rate—the second increase in eight months—will go into effect November 1. Together, the two increases will raise first-class rates by one-third this year.

The rate changes approved by the board include some reduction in rates for second-class mail sent by colleges and other nonprofit organizations and an increase of about 3 per cent in the "pound rate" for third-class bulk mail for nonprofit mailers.

Before this year's first rate increase on March 22, colleges and universities spent about $83-million a year on postage for first-class mail and about $39-million for other classes of mail, according to a survey sponsored by the Postal Service and the National Association of College and University Business Officers.

The increase that went into effect March 22 raised the estimated first-class-mail costs of higher education to $100-million. The increase scheduled for November 1 will raise it to an estimated $111-million.

The independent Postal Rate Commission had three times recommended a first-class rate of 18 cents.

In March, the board of governors allowed the increase in the first-class rate from 15 cents to 18 cents to go into effect under protest, asking the rate commission to reconsider. The commission reaffirmed its recommendations in June and September.

Approval of the 20-cent rate by the board of governors without the commission's recommendation was unprecedented and raised the possibility that the board's action might be challenged in the courts.

Postmaster General William Bolger said last July that if the first-class rate were not raised to 20 cents this year it would rise to 23 cents next year.

Anti-Bias

Continued from Preceding Page
college officials refused to sign such a form.

The proposed amendments to Title IX rules must be approved by the Justice Department, which oversees all changes in civil-rights regulations.

Last month the Justice Department refused to approve another Title IX amendment, proposed by Education Secretary Terrel H. Bell, which would have dropped most provisions covering employment practices in institutions receiving federal aid.

At the government's request, the U.S. Court of Appeals for the Third Circuit agreed last week to postpone further action in the Grove City case until December 8, to give the Justice Department time to review the Department of Education's proposed changes.

NOTE

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THE CHRONICLE
of Higher Education

ISSN 0009-5982

October 14, 1981 • $1.25
Volume XXIII, Number 7

News Summary

Articles on inside pages

Federal tax law is discouraging artists, musicians, and writers from donating valuable works to academic libraries. Story on Page 4.

Internal strife and public embarrassments have raised questions about the future of the University of Northern Colorado. Story on Page 5.

Some faculty members at the Massachusetts Institute of Technology are concerned about a proposal to grant M.I.T. professorships to scientists at an independent research institute. Story on Page 6.

Presidents of historically black colleges say gifts from the private sector probably won't help them make up for cuts in federal support. Story on Page 9.

Should public universities allow regular religious services in their facilities? That question was before the Supreme Court last week. Story on Page 11.

Sen. Orrin G. Hatch, a little-known Utah lawyer five years ago, now heads a panel that oversees billions of dollars' worth of education and social programs. Story on Page 13.

The House of Representatives has voted to raise the maximum Pell Grant that students may receive in academic 1982-83. Story on Page 11.

Engineers leave university faculties because research in industry is often more challenging, says the president of the National Academy of Engineering. Story on Page 15.

A controversial new biography of Lyndon Johnson may stimulate increased scholarly interest in the former President. Story on Page 19.

The United Nations University wants more ties to academics in the U.S. Story on Page 17.

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U.S. Rule on Equal Pension Benefits Would Be Inflationary, TIAA Argues

By Cheryl M. Fields

WASHINGTON

A proposed federal regulation that would require employers to pay equal pension benefits to male and female employees would be inflationary and go beyond what Supreme Court decisions require, says the Teachers Insurance Annuity Association–College Retirement Equities Fund.

At issue is a section of regulations that the Labor Department proposed in August, designed to revise affirmative-action requirements for recipients of federal contracts.

T.I.A.A.-C.R.E.F., which offers retirement plans at 3,400 educational institutions, disputes a section of the proposed regulations that says:

"The contractor must not make any distinction based upon sex in employment opportunities, wages, hours, or other conditions of employment, including fringe benefits. As the Supreme Court held in *Los Angeles Department of Water and Power* v. *Manhart*, fringe benefits for similarly situated men and women must be equal."

The Labor Department's proposal indicates that equal benefits must be provided even if doing so would require an employer to make greater contributions for one sex than for the other.

Plans Not Ruled Out

The proposed rule misstates what the *Manhart* decision said, T.I.A.A.-C.R.E.F. told the Labor Department in initial comments on the proposals. The company said the *Manhart* decision, handed down in 1978, outlawed a pension plan that required women to contribute more per month to the plan than men had to pay. The decision, the company said, did not specifically rule out plans that require equal contributions for male and female employees and provide unequal monthly pensions.

T.I.A.A.-C.R.E.F. is embroiled in several court cases challenging the legality of its policy of offering retirement plans that pay women lower monthly benefits than they pay men—based on the fact that women, on the average, outlive men and will collect benefits over a longer time.

A requirement for equal pension benefits for men and women would be inflationary and contrary to the Reagan Administration's economic policies, said T.I.A.A.-C.R.E.F. That would be true particularly if the requirement were applied retroactively, the company said, and women were to receive equal benefits even if they or their employers had not contributed any extra money to finance the pensions over the longer periods for which women could collect them.

In the *Manhart* decision, the Court said its ruling was not intended "to revolutionize the insurance and pension industries." But, the pension company said, that would indeed be the result if insurers were now

Continued on Page 16, Column 1

'Students Want to Be Entertained, Not to Learn'

CHRONICLE PHOTOGRAPH BY JOHN C. PHILLIPS

Classical Guitarist Christopher Robin Johnson performs at the National Arts and Lectures Conference in Philadelphia.

Fluff is in, issues are out, as colleges cut back on lectures and performances

By Zoë Ingalls

PHILADELPHIA

Luke and Laura, two characters from the television soap opera "General Hospital," are among the personalities in greatest demand for appearances on the college lecture circuit this year.

Their popularity typifies a trend toward so-called fluff and away from the more issue-oriented programs that received top billing in the 1960's and early 70's, according to college officials and talent agents who attended the first annual National Arts and Lectures Conference here this month.

"Students want to be entertained, not to learn," says John A. McCauley, assistant director of student activities at Pennsylvania State University.

Bob Davis, an agent for the American Program Bureau, agrees: "Students are into fun-and-games-type programs. You talk to them about gun control or abortion—they show about as much interest in that as in changing the oil in their car."

Gloomy About the Economy

To a large extent, the shift is a reaction to gloomy economic times, according to college officials and agents. Indeed, gloominess about the economy and the possible effects of federal budget cuts on the arts in general was an undercurrent to the conference, organized by the National Entertainment and Campus Activities Association as a showcase for the fine and performing arts, fine-arts films, and lectures.

The conference is a sort of younger sister—or, perhaps more appropriate, maiden aunt—of the N.E.C.A.A.'s big and brassy national convention, which attracts administrators and students re-

Continued on Page 8, Column 1

FACT–FILE

College Degrees Awarded in 1980

Public institutions

	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture, natural resources	15,723	6,658	22,381	3,005	861	3,866	870	108	978
Architecture, environmental design	5,086	1,825	6,911	1,527	566	2,093	36	7	43
Area studies	412	616	1,028	226	190	416	42	19	61
Biological sciences	17,179	12,125	29,304	3,164	1,781	4,945	1,987	621	2,608
Business, management	79,091	42,033	121,124	18,430	5,461	23,891	482	85	567
Communications	9,801	11,053	20,854	804	852	1,656	95	54	149
Computer and information sciences	5,846	2,679	8,525	1,541	414	1,955	119	12	131
Education	25,253	68,069	93,322	23,740	54,423	78,163	3,117	2,474	5,591
Engineering	46,749	4,593	51,342	9,454	626	10,080	1,530	62	1,592
Fine and applied arts	9,023	15,415	24,438	2,548	2,931	5,479	247	134	381
Foreign languages	1,360	5,147	6,807	398	971	1,369	134	170	304
Health professions	7,709	33,317	41,026	2,603	7,426	10,029	333	175	508
Home economics	689	15,247	15,936	164	2,012	2,176	37	137	174
Law	152	141	293	275	36	311	6	1	7
Letters	8,462	14,191	22,653	2,155	3,543	5,698	655	486	1,141
Library science	18	331	349	719	3,190	3,909	16	24	40
Mathematics	3,989	2,909	6,898	1,376	825	2,201	413	58	471
Military science	241	10	251	46	—	46	—	—	—
Physical science	11,187	3,270	14,457	3,135	743	3,878	1,825	244	2,069
Psychology	9,689	16,577	26,266	1,946	2,319	4,265	863	552	1,415
Public affairs and services	12,033	15,576	27,609	5,560	6,339	11,899	116	50	166
Social sciences	35,837	27,212	63,049	4,865	2,696	7,561	1,435	502	1,937
Theology	10	1	11	—	—	—	—	—	—
Interdisciplinary studies	12,705	11,731	24,436	1,141	1,272	2,413	236	91	327
All fields	318,544	310,726	629,270	88,822	99,477	188,299	14,594	6,066	20,660

Private institutions

	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture, natural resources	478	177	655	97	40	137	9	4	13
Architecture, environmental design	1,507	691	2,198	725	331	1,056	30	6	36
Area studies	561	889	1,450	169	172	341	53	31	84
Biological sciences	10,183	7,947	18,130	949	649	1,598	716	328	1,044
Business, management	46,331	21,742	68,073	24,687	6,921	31,608	199	34	233
Communications	3,882	4,029	7,911	716	710	1,426	29	22	51
Computer and information sciences	1,901	688	2,589	1,292	350	1,642	93	15	108
Education	6,407	21,473	27,880	7,226	18,454	25,680	1,331	1,056	2,387
Engineering	15,958	1,870	17,828	5,686	516	6,202	883	33	916
Fine amd applied arts	6,062	10,451	16,513	1,523	1,716	3,239	166	108	274
Foreign languages	1,084	3,423	4,507	270	633	903	93	133	226
Health professions	3,539	19,481	23,020	1,766	4,043	5,809	116	179	295
Home economics	174	2,503	2,677	54	380	434	9	9	18
Law	221	167	388	1,256	250	1,506	30	3	33
Letters	8,103	9,998	18,101	1,251	1,691	2,942	453	285	738
Library science	2	47	49	293	1,201	1,494	19	14	33
Mathematics	2,637	1,945	4,582	461	221	682	212	42	254
Military science	—	—	—	—	—	—	—	—	—
Physical science	6,848	2,377	9,225	1,145	256	1,401	884	142	1,026
Psychology	5,925	10,359	16,284	1,484	2,201	3,685	757	608	1,365
Public affairs and services	4,937	5,297	10,234	4,111	4,241	8,352	138	88	226
Social sciences	23,305	18,667	41,972	2,920	1,717	4,637	914	372	1,286
Theology	4,613	1,595	6,208	2,777	1,167	3,944	1,309	77	1,386
Interdisciplinary studies	4,248	5,444	9,692	1,689	786	2,475	44	22	66
All fields	158,906	151,260	310,166	62,547	48,646	111,193	8,487	3,611	12,098

All institutions

	Bachelor's degrees			Master's degrees			Doctor's degrees		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Agriculture, natural resources	16,201	6,835	23,036	3,102	901	4,003	879	112	991
Architecture, environmental design	6,593	2,516	9,109	2,252	897	3,149	66	13	79
Area studies	973	1,505	2,478	395	362	757	95	50	145
Biological sciences	27,362	20,072	47,434	4,113	2,430	6,543	2,703	949	3,652
Business, management	125,422	63,775	189,197	43,117	12,382	55,499	681	119	800
Communications	13,683	15,082	28,765	1,520	1,562	3,082	124	76	200
Computer and information sciences	7,747	3,367	11,114	2,833	764	3,597	212	27	239
Education	31,660	89,542	121,202	30,966	72,877	103,843	4,448	3,530	7,978
Engineering	62,707	6,463	69,170	15,140	1,142	16,282	2,413	95	2,508
Fine amd applied arts	15,085	25,866	40,951	4,071	4,647	8,718	413	242	655
Foreign languages	2,744	8,570	11,314	668	1,604	2,272	227	303	530
Health professions	11,248	52,798	64,046	4,369	11,469	15,838	449	354	803
Home economics	863	17,750	18,613	218	2,392	2,610	46	146	192
Law	373	308	681	1,531	286	1,817	36	4	40
Letters	16,565	24,189	40,754	3,406	5,234	8,640	1,108	771	1,879
Library science	20	378	398	1,012	4,391	5,403	35	38	73
Mathematics	6,626	4,854	11,480	1,837	1,046	2,883	625	100	725
Military science	241	10	251	46	—	46	—	—	—
Physical science	18,035	5,647	23,682	4,280	999	5,279	2,709	386	3,095
Psychology	15,614	29,936	42,550	3,430	4,520	7,950	1,620	1,160	2,780
Public affairs and services	16,970	20,873	37,843	9,671	10,580	20,251	254	138	392
Social sciences	59,142	45,879	105,021	7,785	4,413	12,198	2,349	874	3,223
Theology	4,623	1,596	6,219	2,777	1,167	3,944	1,309	77	1,386
Interdisciplinary studies	16,953	17,175	34,128	2,830	2,058	4,888	280	113	393
All fields	477,450	461,986	939,436	151,369	148,123	299,492	23,081	9,677	32,758

Professional degrees

	Public Institutions			Private Institutions			All Institutions		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Chiropractic	—	—	—	1,811	250	2,061	1,811	250	2,061
Dentistry	2,761	398	3,159	1,841	321	2,162	4,602	719	5,321
Law	9,410	3,889	13,299	15,617	6,939	22,556	25,027	10,828	35,855
Medicine	7,113	2,039	9,152	4,410	1,484	5,894	11,523	3,523	15,046
Optometry	315	73	388	600	97	697	915	170	1,085
Osteopathic medicine	227	56	283	625	103	728	852	159	1,011
Pharmacy	194	115	309	204	124	328	398	239	637
Podiatry, podiatric medicine	—	—	—	507	73	580	507	73	580
Theology	—	—	—	6,003	1,009	7,012	6,003	1,009	7,012
Veterinary medicine	1,152	542	1,694	81	60	141	1,233	602	1,835

SOURCE: NATIONAL CENTER FOR EDUCATION STATISTICS

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ISSN 0009-5982

E CHRONICLE of Higher Education.

October 21, 1981 • $1.25
Volume XXIII, Number 8

News Summary

Articles on inside pages

The "Dartmouth Review," a conservative student newspaper, has gained national prominence because of what one critic calls its "radical insensitivity." Story on Page 5.

Electronic alarms and a computerized register of missing books are among the security measures college libraries and museums are employing to combat theft. Story on Page 8.

A communications instructor says he planted a phony scientific discovery in the news media to teach his students a lesson. Story on Page 9.

Some researchers say bills designed to restrict the use of animals in scientific studies could "severely obstruct" research on human disease. Story on Page 15.

President Reagan has told federal agencies to trim spending even before Congress acts on his latest proposed budget cuts. Story on Page 15.

The National Institutes of Health are under fire for giving a grant to a University of Kansas researcher they were investigating for misusing an earlier award. Story on Page 16.

Will psychohistory ever be recognized as a legitimate scholarly enterprise? Academic opinion differs dramatically, as two new books demonstrate. Story on Page 21.

South African officials have reiterated their support for apartheid despite a government-sponsored report urging them to open universities to all races. Story on Page 19.

Solidarity, Poland's independent trade union, wants the Communist government to end its control over the nation's universities. Story on Page 19.

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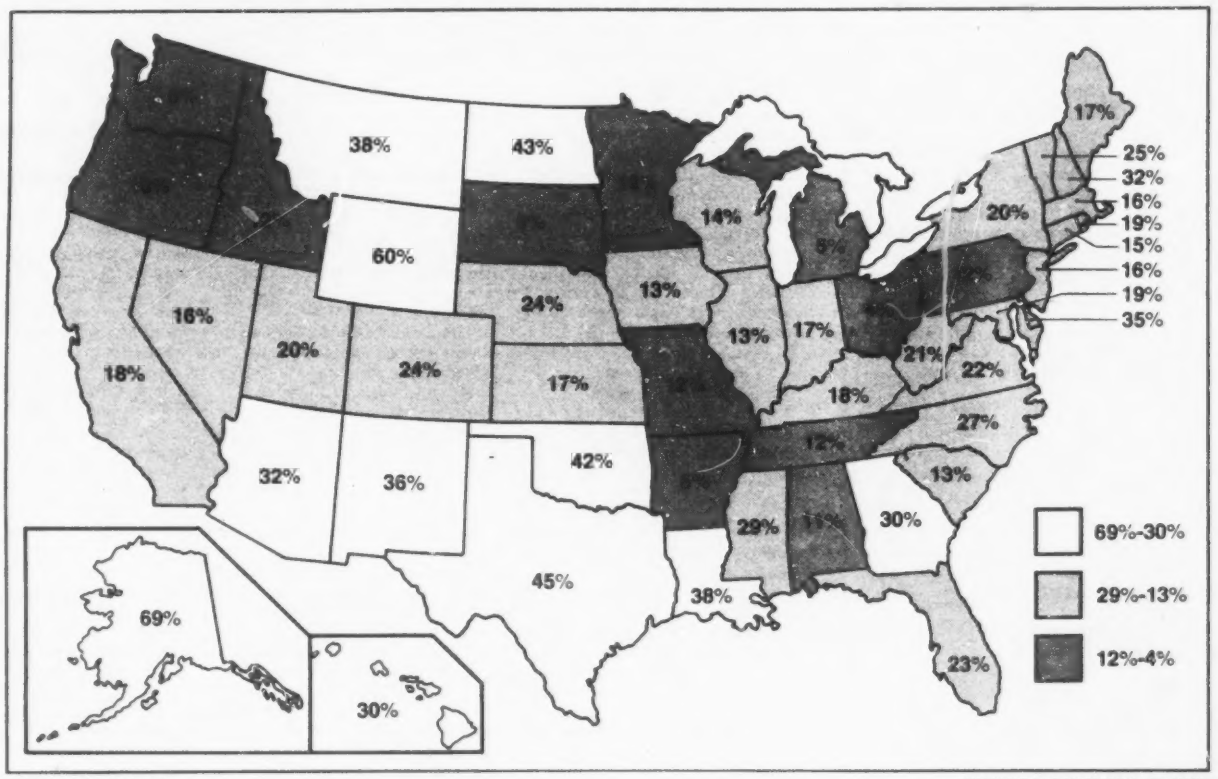
STATES' SUPPORT OF COLLEGES UP 20 PCT. IN 2 YEARS



SOURCE: M.M. CHAMBERS

CHRONICLE MAP BY PETER H. STAFFORD

The average 2-year increase in state tax funds appropriated for the operating expenses of higher education in 1981-82 is 20 per cent. The increases range from 69 per cent in Alaska to 4 per cent in Ohio. See story and Fact-Files on Pages 10 through 13.

1 Million Foreign Students at U.S. Colleges, Triple Present Number, Seen Likely by 1990

By Malcolm G. Scully

WASHINGTON

The number of foreign students at American colleges and universities could increase from about 312,000 in 1980-81 to more than 1 million in the early 1990's, according to a committee of the American Council on Education. Foreigners could represent 10 per cent of all students on U.S. campuses, compared with 2.7 per cent last year.

The report, by the A.C.E.'s Committee on Foreign Students and International Policy, was discussed at the council's meeting here last week.

Should the projections prove true, it says, "the character of U.S. campus life will change dramatically over the next decade as foreign students come to represent a significant segment of the student body."

Few Colleges Prepared

Richard Berendzen, chairman of the committee, said in an interview, "By the 1990's, the presence of foreign students could be one of the most powerful themes in American higher education."

Mr. Berendzen, president of American University, said few colleges and universities were prepared to cope with such an influx of foreign students. He called on the institutions to establish "international-student task forces to conduct thorough internal reviews" of their policies toward foreign students.

"The educators need to be educated," he said. "Before we can teach foreign students, there is a great deal that we need to learn."

The committee's report says that, while foreign students "were being criticized and courted as never before," few colleges or universities, state governments, or federal agencies had coherent policies toward them.

"In Washington, in state houses, and on most campuses, the complex effects of for-

Continued on Page 14, Column 1

Ban Sought Against NCAA's Women's Championships

By Cheryl M. Fields

WASHINGTON

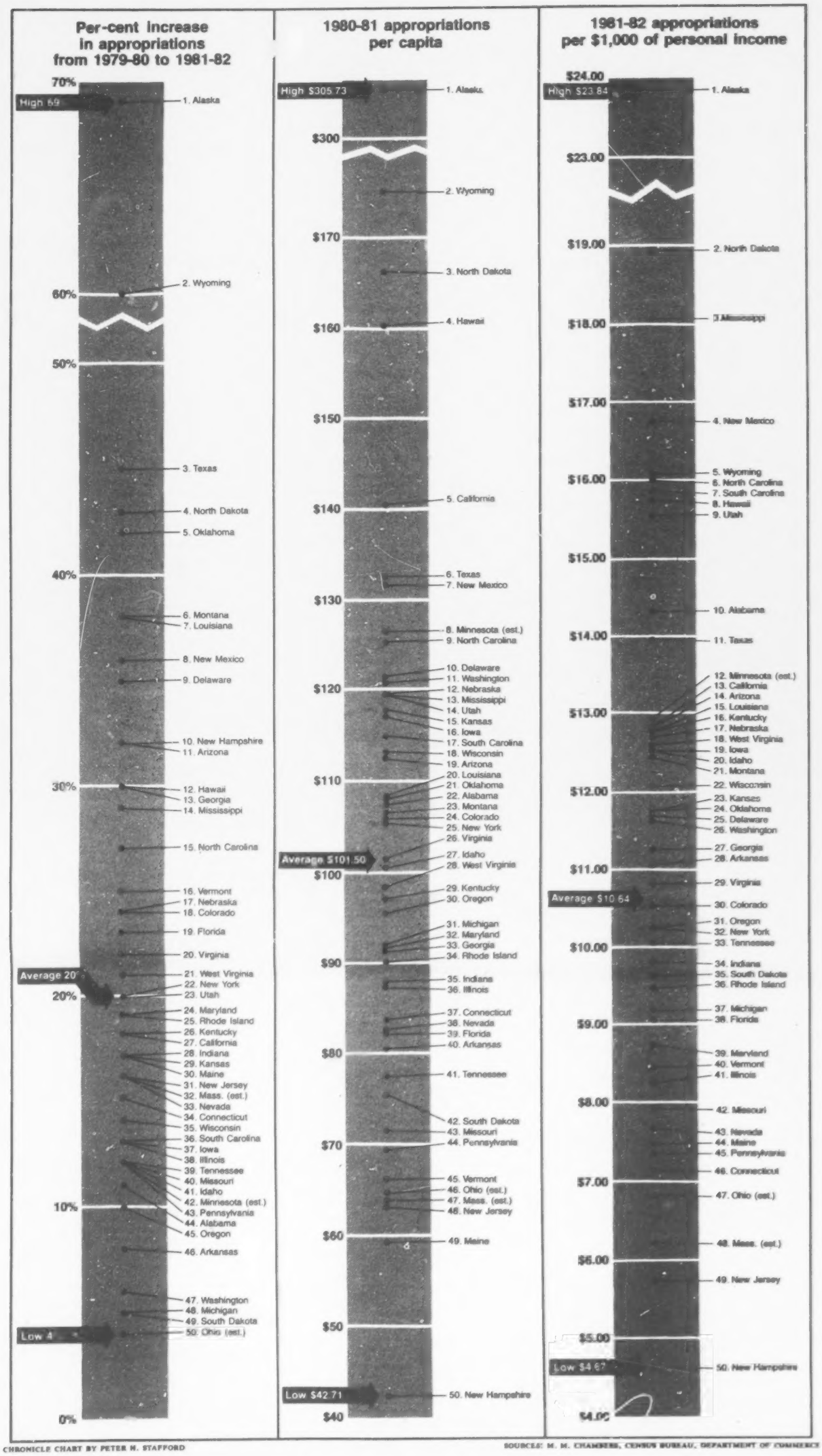
Charging a violation of antitrust laws, the Association for Intercollegiate Athletics for Women has asked a federal court here to stop the National Collegiate Athletic Association from sponsoring women's championships.

The women's association said the N.C.A.A.'s decision to begin offering women's events this fall was an attempt to monopolize and control women's sports and had led to the loss of 20 per cent of A.I.A.W.'s membership for the current academic year.

The women's association further said that actions by officials of the N.C.A.A. to induce colleges and universities to enter their women's teams in its new championships, as well as alleged attempts by the N.C.A.A. and its officials to persuade commercial sponsors and broadcasters to withdraw support from A.I.A.W. events, constituted "an unlawful combination and conspiracy to restrain trade and commerce in the governance, program and promotion of women's intercollegiate athletics."

The first N.C.A.A. women's championships, in cross-country, are scheduled to

Continued on Page 13, Column 1



CHRONICLE CHART BY PETER H. STAFFORD

SOURCES: M. M. CHAMBERS, CENSUS BUREAU, DEPARTMENT OF COMMERCE

Prices Outrun Aid to Colleges in 34 States

By Jack Magarrell

State support for higher education has failed to keep up with inflation during the past two years.

The combined appropriations of the 50 states, adjusted for inflation, provide 4 per cent less money for higher education in 1981-82 than was appropriated in 1979-80.

In all, 34 states fell behind the inflation rate in the two-year period, with losses in purchasing power for higher education ranging up to 17 per cent.

Data on state appropriations, compiled by M. M. Chambers, professor of education administration at Illinois State University, reflect the impact of faltering economies in a number of states.

Analysis of the appropriations, after adjusting for increases in the Labor Department's Consumer Price Index, shows that the energy-rich states and some growth-oriented Sunbelt areas were able to keep up with double-digit inflation, but for most of the others it was a losing race.

1-Year Increase Is 9 Pct.

Among the hardest hit were Washington, Oregon, and Idaho, where the housing slump has affected the lumber industry, and Michigan, Ohio, and Pennsylvania, where reduced automobile production has caused widespread factory layoffs.

The largest gains were in states rich in oil, gas, and coal: Alaska, Wyoming, Texas, North Dakota, Oklahoma, Montana, and Louisiana.

The yearly growth in total state appropriations for higher education, before adjusting for inflation, rose from 10 per cent in 1978-79 to 12 per cent in 1979-80, but dropped back to 10 per cent in 1980-81 and to 9 per cent for 1981-82.

The general slowdown in state support for higher education comes at a time when the federal government is reducing support and leaving the states with more responsibility for supporting education and other programs.

In unadjusted dollars, the amount of money spent by the states for higher education continues to climb. The 50-state total for higher education in 1981-82 is nearly $23-billion, compared with $21-billion last year, $19-billion two years ago, and less than $8-billion 10 years ago.

This year's appropriations average $101.50 per capita, up from $95.39 the previous year. Per $1,000 of personal income, the average higher-education appropriation dropped from $10.88 last year to $10.64 this year.

123-Pct. Rise in Price Index

After adjusting for a jump in the Consumer Price Index of 25.3 per cent during the two years ending last June 30, and an increase of 123.4 per cent in the 10 years preceding that date, the change in higher-education appropriations is reduced to a 4-per-cent decrease for the two-year period and a 33-per-cent increase in the past 10 years.

Mr. Chambers, who has been collecting data on state appropriations since 1958, noted that there was greater variation among the states this year than in the past.

The two-year, unadjusted increases range from 69 per cent in Alaska, which for years has been increasing its spending for

Continued on Page 12, Column 1

Championships

Continued from Page 1

be held on November 21 at Carthage College, Southeast Missouri State University, and Wichita State University.

The N.C.A.A. was the only defendant named in the lawsuit, but named as "co-conspirators" were officers of the organization, its executive director, and the members of several committees involved in the decision to offer women's championships, including the organization's council and executive committee.

In response to the lawsuit, William D. Kramer, a lawyer for the National Collegiate Athletic Association, said that the organization "after consulting with its attorneys, believes that the claims of the A.I.A.W. that the N.C.A.A. has violated the antitrust laws are completely without merit.

"The N.C.A.A., at the direction of its member institutions, is engaged in offering additional competitive opportunities, programs, and services for female student athletes and additional professional opportunities for administrators of women's intercollegiate athletic programs.

"This field, until very recently, has been exclusively controlled by the A.I.A.W. The antitrust laws are designed to promote competition, not to preserve the position of an organization already dominant in a particular field."

Government Rules Cited

The complaint filed by the women's organization in the U.S. District Court for the District of Columbia, however, contended that N.C.A.A. officials had induced some members to support women's championships by erroneously telling them that the Office for Civil Rights in the Department of Education had ruled that men's and women's athletic programs "must be administered under the same governing rules."

It also contended that the organization had violated its own constitution in the way it had handled the votes on starting women's championships, adopted policies for women's events that violated its rules and regulations for men's events, and adopted championship dates for its women's events "known to be in conflict with those of A.I.A.W. in the same sports."

The lawsuit said the N.C.A.A. dominated the "commercial exploitation of men's intercollegiate athletics." The N.C.A.A.'s 1979-80 annual report showed revenues of more than $20.2-million, with nearly $12.9-million earned through television contracts for the broadcast of football, basketball, and other men's athletic events, the lawsuit said.

AIAW Earned $772,000

In contrast, the women's association had revenues of about $772,000 in 1979-80, with $219,000 earned from television contracts.

The complaint noted that officials of the N.C.A.A. had decided to use part of the television revenues to pay for the women's championship program and to reimburse women's teams for the costs of traveling to championships, instead of increasing dues to members for the extra program or making them pay other charges. Contended the complaint:

"The defendant and the co-conspirators were at all times aware that by utilizing the economic and political fruits of the N.C.A.A.'s monopoly in the men's intercollegiate athletics market, the proposed women's program could be subsidized beyond the competitive abilities of the plaintiff A.I.A.W. and indeed well beyond the total economic resource of the women's intercollegiate athletics market."

The N.C.A.A. knew, the complaint said, "that the direct and natural consequences of such behavior would be to restrain and eliminate competition in the women's intercollegiate athletics market."

Television Rights

The brief filed by the women's association also contended that the N.C.A.A. and its officials had violated antitrust laws by approaching companies that had sponsored A.I.A.W. awards and athletic events, as well as NBC and a cable television network that had contracts to televise A.I.A.W. championships, to induce them to discontinue or modify their support.

Among the results "of the improper actions and interference of the N.C.A.A. and its co-conspirators," the brief said, is that the cable network "has significantly restricted and cut back its coverage of A.I.A.W. championship events and has stated to A.I.A.W. representatives that it will cover no A.I.A.W. events in 1981-82."

"NBC, which has a continuing contract with A.I.A.W., has declined to advise the plaintiff, as per the contract, which events, if any, it will telecast during 1981-82.

"As a result of these actions, the plaintiff has been deprived of income from television rights fees, and of public visibility, public exposure and prestige."

NCAA 'Conglomerate'

Donna A. Lopiano, president of the A.I.A.W. and director of women's athletics at the University of Texas at Austin, said the group had sued "after long consideration—not simply because of the devastating and immediate impact N.C.A.A.'s entrance was having on A.I.A.W. but because it became increasingly apparent that this impact was not the result of fair competition, but the result of a massive effort to buy women's athletics to add to the N.C.A.A.'s conglomerate interests."

Noting that the N.C.A.A. had set aside more than $3-million to begin the women's championships, without raising dues to members, she said, "There is no way the A.I.A.W. or any other organization . . . can compete with these inducements."

Besides losing 20 per cent of its member institutions this year, an additional 12 per cent of its members have said they will not participate in A.I.A.W.'s championships in the current academic year, Ms. Lopiano said. That is particularly damaging because the bulk of the losses were among members of the association's Division I, its most highly competitive division.

'A Staggering Loss'

"A.I.A.W. in 1980-81 derived almost 50 per cent of its income from its Division I program. The A.I.A.W. network television contract, major commercial sponsorships and championship income are wholly dependent upon A.I.A.W.'s Division I women's championship program," she said.

"Thus, before N.C.A.A. has offered a single championship event for women, A.I.A.W. has suffered a staggering loss in its most publicly and commercially attractive competitive division."

The lawsuit asks that the N.C.A.A. be permanently enjoined from conducting or sponsoring women's intercollegiate athletic events and from "regulating or purporting to regulate, by associational rule or interpretation or in any other manner, any aspect of women's intercollegiate athletics."

It also asks that the women's association be awarded triple the amount of damages suffered because of the N.C.A.A. actions.

FACT-FILE

Analysis of State Funds for Higher Education

	1981-82 Appropriations (a)		Appropriations per capita (b)		Approp. per $1,000 of personal income (c)		2-year change (d)		10-year change (e)		2-yr. change less inflation (f)		10-yr. change less inflation (g)	
	Amount	Rank	Amount	Rank	Amount	Rank	Per cent	Rank	Per cent	Rank	Per cent	Rank	Per cent	Rank
Alabama	$ 417,757,000	18	$107.39	22	$14.31	10	+11%	44	+291%	6	−12%	44	+ 75%	6
Alaska	122,439	39	305.73	1	23.84	1	+69%	1	+528%	1	+35%	1	+181%	1
Arizona	306,801,000	27	112.88	19	12.81	14	+32%	11	+215%	22	+ 5%	11	+ 41%	22
Arkansas	183,980,000	35	80.50	40	11.05	28	+ 8%	46	+253%	14	−13%	46	+ 58%	14
California	3,328,706,000	1	140.64	5	12.82	13	+18%	27	+290%	7	− 6%	27	+ 75%	7
Colorado	305,791,000	28	105.85	24	10.53	30	+24%	18	+170%	34	− 1%	18	+ 21%	34
Connecticut	259,971,000	31	83.66	37	7.12	46	+15%	34	+133%	45	− 8%	34	+ 4%	45
Delaware	72,125,000	45	121.17	10	11.69	25	+35%	9	+212%	25	+ 8%	9	+ 40%	25
Florida	802,316,000	7	82.37	39	9.05	38	+23%	19	+224%	20	− 2%	19	+ 45%	20
Georgia	498,919,000	13	91.31	33	11.28	27	+30%	13	+206%	26	+ 3%	13	+ 37%	26
Hawaii	154,755,000	38	160.37	4	15.83	6	+30%	12	+159%	36	+ 4%	12	+ 16%	36
Idaho	95,100,000	41	100.75	27	12.47	20	+12%	41	+178%	30	−11%	41	+ 25%	30
Illinois	996,810,000	4	87.30	36	8.28	41	+13%	38	+110%	50	−10%	38	− 6%	50
Indiana	482,494,000	15	87.88	35	9.81	34	+17%	28	+140%	40	− 6%	28	+ 7%	40
Iowa	341,938,000	25	117.37	16	12.51	19	+13%	37	+185%	27	−10%	37	+ 28%	27
Kansas	278,662,000	30	117.92	15	11.78	23	+17%	29	+231%	16	− 7%	30	+ 48%	16
Kentucky	355,291,000	23	97.04	29	12.72	16	+18%	26	+227%	18	− 5%	26	+ 46%	18
Louisiana	454,754,000	17	108.17	20	12.76	15	+38%	7	+225%	19	+10%	7	+ 45%	19
Maine	66,871,000	46	59.46	49	7.48	44	+17%	30	+118%	48	− 7%	29	− 3%	48
Maryland	385,949,000	19	91.53	32	8.73	39	+19%	24	+172%	33	− 5%	24	+ 22%	33
Massachusetts (est.)	364,500,000	20	63.53	47	6.26	48	+16%	32	+180%	29	− 8%	32	+ 25%	29
Michigan	848,532,000	5	91.65	31	9.19	37	+ 5%	48	+124%	47	−16%	48	0%	47
Minnesota (estimated)	515,000,000	12	126.31	8	12.96	12	+12%	42	+213%	23	−11%	42	+ 40%	24
Mississippi	300,524,000	29	119.23	13	18.08	3	+29%	14	+257%	11	+ 3%	14	+ 60%	11
Missouri	352,770,000	24	71.74	43	7.97	42	+12%	40	+137%	43	−11%	40	+ 6%	43
Montana	83,693,000	43	106.39	23	12.43	21	+38%	6	+173%	32	+10%	6	+ 22%	32
Nebraska	187,190,000	34	119.23	12	12.70	17	+24%	17	+261%	10	− 1%	17	+ 61%	10
Nevada	65,851,000	47	82.40	38	7.66	43	+16%	33	+253%	13	− 8%	33	+ 58%	13
New Hampshire	39,323,000	49	42.71	50	4.67	50	+32%	10	+217%	21	+ 5%	10	+ 42%	21
New Jersey	464,787,000	16	63.11	48	5.76	49	+16%	31	+152%	37	− 7%	31	+ 13%	37
New Mexico	171,576,000	37	131.98	7	16.79	4	+36%	8	+279%	8	+ 9%	8	+ 70%	8
New York	1,855,429,000	3	105.68	25	10.27	32	+20%	22	+131%	46	− 4%	22	+ 3%	46
North Carolina	736,882,000	8	125.44	9	16.00	6	+27%	15	+230%	17	+ 1%	15	+ 48%	17
North Dakota	108,538,000	40	166.29	3	18.97	2	+43%	4	+302%	5	+14%	4	+ 80%	5
Ohio (estimated)	698,350,000	9	64.68	46	6.82	47	+ 4%	50	+144%	39	−17%	50	+ 9%	39
Oklahoma	325,553,000	26	107.61	21	11.78	24	+42%	5	+310%	4	+14%	5	+ 84%	4
Oregon	252,602,000	32	95.95	30	10.27	31	+10%	45	+145%	38	−12%	45	+ 10%	38
Pennsylvania	825,491,000	6	69.56	44	7.36	45	+12%	43	+138%	42	−11%	43	+ 6%	42
Rhode Island	85,257,000	42	90.01	34	9.50	36	+19%	25	+180%	28	− 5%	25	+ 25%	28
South Carolina	361,171,000	21	115.79	17	15.89	7	+13%	36	+263%	9	−10%	36	+ 62%	9
South Dakota	52,143,000	48	75.55	42	9.64	35	+ 5%	49	+139%	41	−17%	49	+ 7%	41
Tennessee	357,016,000	22	77.77	41	10.05	33	+12%	39	+213%	24	−10%	39	+ 40%	23
Texas	1,905,008,000	2	133.89	6	13.99	11	+45%	3	+355%	2	+16%	3	+104%	2
Utah	174,139,000	36	119.19	14	15.54	9	+20%	23	+245%	15	− 4%	23	+ 55%	15
Vermont	33,876,000	50	66.23	45	8.44	40	+25%	16	+114%	49	0%	16	− 4%	49
Virginia	543,961,000	10	101.75	26	10.81	29	+22%	20	+255%	12	− 2%	20	+ 59%	12
Washington	497,821,000	14	120.53	11	11.66	26	+ 6%	47	+161%	35	−15%	47	+ 17%	35
West Virginia	192,092,000	33	98.53	28	12.60	18	+21%	21	+177%	31	− 3%	21	+ 24%	31
Wisconsin	531,953,000	11	113.05	18	12.06	22	+14%	35	+135%	44	− 9%	35	+ 5%	44
Wyoming	82,644,000	44	175.53	2	16.04	5	+60%	2	+351%	3	+28%	2	+102%	3
Total	$22,925,101,000		$101.50		$10.84		+20%		+197%		− 4%		+ 33%	

(a) Reported by M. M. Chambers of Illinois State University as state tax funds appropriated for operating expenses and scholarship programs for higher education. Amount of appropriations may be reduced later in some states because of shortfall in revenues. Not included are appropriations for capital outlay or sums from sources other than state taxes, such as student fees. Included are appropriations for annual operating expenses even if appropriated to some other agency of the state for ultimate allocation to institutions of higher education. Pre-allocated state taxes whose proceeds are dedicated to any institution of higher education are included even though periodic appropriation by the legislature may be bypassed. Also included are state tax funds appropriated for scholarships and statewide governing or coordinating boards.

(b) State appropriations divided by the U. S. Census Bureau's final population count for 1980.

(c) State appropriations divided by personal income, in thousands of dollars, reported by the U. S. Commerce Department for 1980.

(d) Increase in appropriations for 1981-82 over 1979-80, as reported by M.M. Chambers.

(e) Increase in appropriations for 1981-82 over 1971-72, as reported by M.M. Chambers.

(f) Two-year increase in appropriations adjusted for inflation of 25.3 per cent, as indicated by the Labor Department's Consumer Price Index for June, 1981, compared with June, 1979.

(g) Ten-year increase in appropriations adjusted for inflation of 123.4 per cent, as indicated by the Labor Department's Consumer Price Index for June, 1981, compared with June, 1971.

FACT–FILE

State Appropriations for Higher Education in 1981-82

The following data were compiled by M. M. Chambers, professor of educational administration at Illinois State University. The full report, including additional footnotes, will be available after November 1 from the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Washington 20036. The price is $3.50 a copy for nonmembers.

Annual Appropriations

	Appropriations 1981-82 (add 000)	2-year change
ALABAMA		
U of Alabama		
Birmingham	$ 63,976	+ 6%
Tuscaloosa	42,026	+ 7%
Huntsville	11,232	+ 6%
Auburn U	64,148	+ 7%
U of South Alabama	23,904	+ 6%
Jacksonville St U	11,700	+ 6%
Alabama A&M U	9,079	+ 9%
Troy St U	8,330	+ 5%
Alabama St U	7,816	+ 6%
U of North Alabama	7,441	+ 6%
U of Montevallo	6,084	+13%
Livingston U	3,650	+13%
Athens St C	1,508	+ 1%
Community colleges	41,559	+ 3%
Aid to voc-tech schs	35,166	+ 8%
Aid to pvt insts	2,485	0%
Student aid	939	0%
Other appropriations*	76,714	+35%
Total	**$ 417,757**	**+11%**
ALASKA		
U of Alaska		
Fairbanks	$ 38,379	+68%
Anchorage	17,824	+67%
Juneau	7,286	+ 6%
Community colleges	32,534	+79%
Other appropriations	26,416	+54%
Total	**$ 122,439**	**+69%**
ARIZONA		
U of Arizona	$ 141,578	+31%
Arizona St U	96,357	+47%
Northern Arizona U	34,741	+38%
Community colleges	30,431	– 1%
Other appropriations	3,694	+17%
Total	**$ 306,801**	**+32%**
ARKANSAS		
U of Arkansas	$ 116,378	+ 7%
Arkansas St U	18,510	+10%
U of Central Arkansas	11,841	+ 8%
Southern Arkansas U	7,351	+ 9%
Henderson St U	6,544	– 2%
Arkansas Tech U	6,481	+16%
Community colleges	13,394	+12%
Student aid	2,234	+62%
Other appropriations	1,247	+38%
Total	**$ 183,980**	**+ 8%**
CALIFORNIA		
U of California	$ 1,134,330	+25%
Cal St U		
San Diego	88,351	+25%
Long Beach	79,090	+ 5%
San Jose	70,319	+16%
Northridge	67,812	+20%
San Francisco	64,589	+17%
Los Angeles	62,911	+14%
San Luis Obispo	62,352	+21%
Sacramento	61,141	+21%
Fullerton	56,329	+22%
Fresno	53,768	+20%
Pomona	52,837	+24%
Chico	49,825	+21%
Hayward	38,892	+21%
Humboldt	33,327	+22%
Dominguez Hills	25,090	+28%
Sonoma	23,798	+23%
San Bernardino	18,008	+27%
Stanislaus	16,033	+26%
Bakersfield	15,227	+20%
Hastings C of Law	7,500	+39%
Cal Maritime Academy	3,450	+37%
Community colleges	1,107,518	+11%
Student aid	90,500	+17%
Postsecondary Ed Commission	2,600	+46%
Other appropriations	43,109	–18%
Total	**$ 3,328,706**	**+18%**
COLORADO		
U of Colorado	$ 101,813	+40%
St Bd of Ag	59,722	38%
(for Colorado St U, U of Southern Colo, and Ft. Lewis C)		
U of Northern Colo	21,451	+30%
Colo Sch of Mines	8,470	+20%
State colleges	30,906	+49%
(Mesa, Metropolitan, Western, and Adams St)		
Aid to state comm colls	34,326	+36%
Aid to dist comm colls	8,635	+35%
COLORADO—Continued		
Occupational ed	20,090	+18%
Student aid	14,875	+16%
Veterans' tuition aid	676	–32%
Other appropriations*	4,827	n/c
Total	**$ 305,791**	**+24%**
CONNECTICUT		
U of Connecticut	$ 99,663	+ 3%
State colleges		
Southern Connecticut	18,376	n/c
Central Connecticut	17,933	n/c
Western Connecticut	8,339	n/c
Eastern Connecticut	6,755	n/c
Bd for state colleges	897	n/c
Higher Ed Adv Ctr	1,419	+85%
Aid to regional comm colleges	33,291	+16%
Aid to state tech colleges	9,959	—
Other appropriations	63,339	+34%
Total	**$ 259,971**	**+15%**
DELAWARE		
U of Delaware	$ 42,819	+38%
Del Tech and Comm Coll	17,426	+30%
Delaware St C	9,930	+36%
Delaware Inst of Med Ed and Research	1,298	+18%
Delaware Inst Veterinary Med Ed	147	+126%
Other appropriations	505	+15%
Total	**$ 72,125**	**+35%**
FLORIDA		
U of Florida	$ 196,483	+17%
U of South Florida	83,294	+37%
Florida St U	77,546	+28%
Florida International U	33,965	+32%
U of Central Florida	31,792	+32%
Florida Atlantic U	24,667	+37%
Florida A&M U	20,061	+25%
U of West Florida	18,285	+24%
U of North Florida	13,763	+27%
U of Miami Med Sch	8,018	+29%
U of Miami Nurs Prog	200	0%
Barry C, Social Work	204	+229%
Community colleges	279,453	+26%
Other appropriations	14,585	–35%
Total	**$ 802,316**	**+23%**
GEORGIA		
U of Georgia	$ 138,558	+30%
Medical C of Georgia	62,656	+62%
Georgia St U	51,117	+24%
Georgia Inst of Tech	42,934	+17%
State colleges		
Georgia Southern	13,853	+31%
West Georgia	12,008	+28%
Valdosta	9,485	+36%
Columbus	9,024	+25%
Savannah	6,844	+26%
Fort Valley	7,034	+32%
Augusta	6,511	+28%
Georgia	6,530	+29%
Albany	6,269	+37%
Armstrong	5,852	+28%
Georgia	5,718	+27%
Kennesaw	5,867	+41%
Southern Tech Inst	4,547	n/c
North Georgia	4,286	+29%
Aid to st comm colls	38,593	+27%
Aid to local comm colls	5,937	+10%
Student aid	1,210	+ 5%
Other appropriations	9,544	+25%
Total	**$ 498,919**	**+30%**
HAWAII		
U of Hawaii	$ 139,997	+22%
Other appropriations*	29,890	+56%
Less tuition and other revenue	–15,132	n/c
Total	**$ 154,755**	**+30%**
IDAHO		
U of Idaho	$ 38,062	+14%
Boise St U	18,859	+13%
Idaho St U	18,362	+10%
Lewis-Clark St C	2,499	– 4%
Community colleges*	4,334	+12%
Student aid	264	– 7%
Other appropriations	1,257	–26%
Total	**$ 95,100**	**+12%**
ILLINOIS		
U of Illinois		
Urbana-Champaign	$ 171,879	+ 9%
Medical Center	105,775	+15%
Chicago Circle	56,672	+16%
General university	24,202	+49%
Southern Illinois U		
Carbondale	90,457	+12%
Edwardsville	38,973	+ 9%
Northern Illinois U	60,471	+13%
Illinois St U	47,183	+10%
Western Illinois U	33,167	+ 6%
Eastern Illinois U	23,694	+13%
Northeastern Illinois U	20,811	+17%
Chicago St U	18,334	+17%
Governors St U	13,739	+13%
ILLINOIS—Continued		
Sangamon St U	13,277	+13%
Community colleges	153,562	+14%
Student aid	89,930	+11%
Other appropriations	36,663	+ 8%
Total	**$ 996,810**	**+13%**
INDIANA		
Indiana U	$ 182,547	+19%
Purdue U	130,417	+17
Ball St U	47,739	+14%
Indiana St U	43,009	+14%
Indiana Voc-Tech C	20,779	+28%
Vincennes U	8,477	+32%
Student aid	20,722	+ 2%
Other appropriations	28,804	+21%
Total	**$ 482,494**	**+17%**
IOWA		
U of Iowa	$ 135,034	+15%
Iowa St U	101,571	+18%
U of Northern Iowa	32,723	+14%
Des Moines C of Osteo	450	–63%
Aid to area schools	55,315	+ 5%
Student aid	14,835	+ 2%
Other appropriations	2,010	– 5%
Total	**$ 341,938**	**+13%**
KANSAS		
U of Kansas	$ 118,389	+17%
Kansas St U	62,503	+16%
Wichita St U	27,050	+13%
Emporia St U	14,198	+14%
Pittsburg St U	13,421	+15%
Fort Hays St U	12,384	+ 21
Washburn U of Topeka	2,761	+15%
Kansas Tech Inst	1,916	+48%
Community colleges	20,066	+19%
Other appropriations	5,974	+18%
Total	**$ 278,662**	**+17%**
KENTUCKY		
U of Kentucky	$ 142,379	+21%
U of Louisville	71,712	+15%
Eastern Kentucky U	31,304	+19%
Western Kentucky U	30,375	+18%
Murray St U	23,800	+18%
Morehead St U	18,839	+16%
Northern Kentucky U	15,522	+14%
Kentucky St U	9,908	+17%
Other appropriations	11,452	+27%
Total	**$ 355,291**	**+18%**
LOUISIANA		
Louisiana St U	$ 250,453	+39%
Southern U	33,464	+30%
Bd of Trustees system		
U of SW Louisiana	29,738	+39%
Louisiana Tech U	23,817	+36%
NE Louisiana U	22,504	+42%
SE Louisiana U	17,137	+35%
Northwestern St U	15,494	+24%
Nicholls St U	14,769	+27%
McNeese St U	12,354	+28%
Grambling St U	11,441	+28%
Delgado CC	11,202	+33%
System administration	909	+41%
Aid to pvt colleges	3,059	+53%
Student aid	3,018	+302%
Other appropriations	5,395	206%
Total	**$ 454,754**	**+38%**
MAINE		
U of Maine	$ 52,487	+20%
Maine Maritime Acad	2,916	+24%
Vocational education	9,906	15%
Student aid	1,562	–37%
Total	**$ 66,871**	**+17%**
MARYLAND		
U of Maryland	$ 163,538	+15%
State colleges		
Towson	18,141	+ 4%
Morgan	13,163	+11%
Frostburg	7,708	+ 4%
Salisbury	6,529	+ 3%
U of Baltimore	5,927	+15%
Bowie	5,879	+ 6%
Coppin	4,977	– 1%
Saint Mary's C of Md	3,376	– 1%
Trustees	7,383	+72%
Community colleges	57,498	+27%
Aid to pvt colleges	11,198	+41%
Student aid	9,207	+42%
Other appropriations*	71,425	+30%
Total	**$ 385,949**	**+19%**
MASSACHUSETTS		
Total (estimated) (Institutional totals not available)	**$364,500**	**+16%**
MICHIGAN		
U of Michigan	$ 172,837	+ 5%
Michigan St U	153,447	+ 5%
Wayne St U	107,232	+ 5%
Western Michigan U	48,996	+ 5%
Eastern Michigan U	36,698	+ 6%
Central Michigan U	31,801	+ 8%
MICHIGAN—Continued		
Ferris St C	23,411	+ 7%
Michigan Tech U	22,373	+ 7%
Northern Michigan U	22,170	+ 6%
Oakland U	20,973	+ 6%
Grand Valley St C	13,717	+ 3%
Saginaw Valley St C	7,243	+ 8%
Lake Superior St C	6,076	+ 6%
Community colleges	134,902	0%
Student aid	49,343	+36%
Other appropriations	1,313	+ 4%
Total	**$ 848,532**	**+ 5%**
MINNESOTA		
Total (estimated) (Institutional totals not available)	**$515,000**	**+12%**
MISSISSIPPI		
U of Mississippi	$ 74,427	+41%
Mississippi St U	61,770	+33%
U of So Mississippi	31,672	+29%
Jackson St U	15,614	+23%
Miss U for Women	9,002	+20%
Delta St U	9,764	+36%
Alcorn St U	8,196	+25%
Miss Valley State U	7,393	+25%
Gulf Coast Research Lab	2,820	23%
Vocational education	33,807	+26%
Community colleges	36,191	+16%
Student aid	1,575	n/c
Other appropriations	8,293	–10%
Total	**$ 300,524**	**+29%**
MISSOURI		
U of Missouri	$ 183,595	+13%
SW Missouri St U	24,428	+19%
Central Missouri St U	19,608	+ 7%
SE Missouri St U	17,161	+ 9%
NE Missouri St U	13,563	+15%
NW Missouri St U	10,483	+13%
Missouri Western St C	7,022	+14%
Missouri Southern St C	6,273	—
Lincoln U	6,192	+ 4%
Harris-Stowe C	2,957	+21%
Aid to pub comm colls	33,265	+10%
Student aid	8,543	+14%
Other appropriations*	19,680	+12%
Total	**$ 352,770**	**+12%**
MONTANA		
Montana St U	$ 33,315	+46%
U of Montana	23,015	+35%
Eastern Montana C	8,449	+31%
Northern Montana C	4,211	+43%
Western Montana C	2,283	+35%
C of Min Sci & Tech	5,726	+47%
Community colleges	2,493	+29%
Other appropriations	4,201	+14%
Total	**$ 83,693**	**+38%**
NEBRASKA		
U of Nebraska	$ 145,368	+25%
Kearney St C	9,172	+28%
Wayne St C	5,100	+23%
Chadron St C	5,067	+24%
Peru St C	2,884	+21%
System office	181	–71%
Aid to tech comm colls	19,281	+17%
Other appropriations	137	+104%
Total	**$ 187,190**	**+24%**
NEVADA		
U of Nevada		
Reno	$ 30,105	+13%
Las Vegas	17,478	+12%
Community colleges	11,508	+26%
Other appropriations	6,760	19%
Total	**$ 65,851**	**+16%**
NEW HAMPSHIRE		
U of New Hampshire	$ 22,335	+26%
Keene St C	4,085	+45%
Plymouth St C	3,844	+36%
UNH System Adm	519	n/c
Aid to tech colleges	6,527	+13%
Student aid	603	+43%
Other appropriations	1,410	n/c
Total	**$ 39,323**	**+32%**
NEW JERSEY		
Rutgers U	$ 124,574	+13%
NJ C of Med & Dentistry	75,602	+21%
NJ Inst of Tech	18,508	+10%
State colleges		
Montclair	18,729	+15%
Paterson	17,444	+17%
Trenton	16,685	+19%
Kean	15,781	+16%
Glassboro	15,092	+17%
Jersey City	14,294	+22%
Richard Stockton	8,510	+17%
Ramapo	7,953	+13%
Thomas A Edison C	1,096	+18%
Aid to county colleges	55,663	+ 9%
Aid to pvt colleges	10,900	+23%

Continued on Following Page

FACT-FILE—Continued

	Appropriations 1981-82 (add 000)	2-year change
NEW JERSEY—Continued		
Student aid	55,579	+24%
Other appropriations	10,377	+16%
Total	**$ 466,787**	**+16%**
NEW MEXICO		
U of New Mexico	$ 78,444	+32%
New Mexico St U	52,391	+43%
E New Mexico U	15,833	+35%
NM Highlands U	7,545	+32%
New Mexico Inst of Mining & Tech	8,236	+51%
W New Mexico U	4,034	+29%
N New Mexico CC	2,715	+20%
NM Military Inst	288	+424%
Community colleges	336	+ 9%
Student aid	658	n/c
Other appropriations	1,092	+28%
Total	**$ 171,576**	**+36%**
NEW YORK		
SUNY centers		
Stony Brook	$ 139,986	+38%
Buffalo	119,367	+22%
Albany	59,498	+21%
Binghamton	39,448	+22%
SUNY medical ctrs	139,678	+24%
SUNY colleges		
Buffalo	31,033	+21%
Brockport	27,589	+15%
Oswego	25,407	+18%
Oneonta	20,310	+20%
New Paltz	20,235	+15%
Plattsburgh	18,881	+21%
Cortland	18,560	+18%
Geneseo	18,074	+16%
Potsdam	17,739	+20%
Fredonia	16,350	+17%
Purchase	15,609	+21%
Old Westbury	10,521	+33%
Statutory colleges		
Cornell U*	65,018	+25%
Alfred U	3,882	+19%
Specialized colleges		
Environ Sci & Forestry	12,945	+26%
Empire State	9,363	+26%
C of Tech	7,815	+38%
Maritime	6,494	+25%
Optometry	5,691	+19%
Ag & tech colleges		
Farmingdale	20,938	+24%
Alfred	13,333	+18%
Cobleskill	9,433	+18%
Morrisville	9,136	+17%
Delhi	8,889	+23%
Canton	7,751	+21%
Universitywide progs	75,149	+39%
Community colleges	174,481	+ 5%
Aid to pvt colleges	118,551	+31%
Aid to CUNY	293,061	+62%
Student aid	292,000	+ 7%
Other appropriations*	184,884	n/c
Less student fees and other income	-201,670	n/c
Total	**$ 1,855,429**	**+20%**
NORTH CAROLINA		
U of North Carolina		
Chapel Hill	$ 163,150	+23%
Greensboro	27,911	+25%
Charlotte	22,686	+26%
Wilmington	12,567	+37%
Asheville	5,375	+31%
North Carolina St U	112,974	+30%
East Carolina U	55,868	+44%
Appalachian St U	25,971	+26%
NC A&T St U	18,193	+27%
Western Carolina U	17,881	+26%
NC Central U	15,561	+27%
Winston-Salem St U	7,832	+22%
Fayetteville St U	7,599	+28%
Pembroke St U	6,553	+23%
Elizabeth City St U	6,461	+22%
NC Sch of the Arts	4,414	+33%
Community colleges and tech insts	189,180	+28%
Other appropriations	36,724	+14%
Total	**$ 736,882**	**+27%**

	Appropriations 1981-82 (add 000)	2-year change
OHIO		
Total (estimated)	**$ 696,350**	**+ 4%**
(Institutional totals not available)		
OKLAHOMA		
U of Oklahoma	$ 94,987	+39%
Oklahoma St U	88,245	+46%
Central St U	18,099	+28%
Northeastern St U	11,715	+46%
Southwestern St U	10,328	+37%
Cameron U	8,554	+35%
Southeastern St U	7,628	+45%
East Central St U	7,333	+51%
Okla C of Osteo Med	4,923	+40%
Langston U	3,830	+30%
Northwestern St U	3,415	+49%
U of Science & Arts	3,313	+25%
Okla Panhandle St U	3,244	+56%
Community colleges	57,464	+48%
Other appropriations	2,475	+61%
Total	**$ 325,553**	**+42%**
OREGON		
U of Oregon	$ 49,343	+ 9%
Health Sci Ctr	22,859	+21%
Oregon St U	55,272	+13%
Portland St U	21,811	+ 9%
So Oregon St C	8,104	+15%
Western Oregon St C	6,822	+ 6%
Oregon Inst of Tech	6,478	+16%
Eastern Oregon St C	4,526	+19%
Community colleges	51,347	+ 9%
Student aid	8,546	- 7%
Other appropriations	17,494	n/c
Total	**$ 252,602**	**+10%**
PENNSYLVANIA		
Pennsylvania St U	$ 133,766	+11%
Temple U	83,243	+10%
U of Pittsburgh	74,703	+11%
Lincoln U	4,125	+11%
State-owned insts		
Indiana U of Pa	28,363	+16%
West Chester	22,134	+12%
Edinboro	16,614	+ 3%
Slippery Rock	16,148	+10%
Bloomsburg	16,066	+16%
Millersville	15,446	+13%
Clarion	15,361	+13%
Shippensburg	15,118	+12%
California	14,986	+ 5%
Kutztown	14,154	+15%
East Stroudsburg	12,623	+18%
Mansfield	10,376	+ 4%
Cheyney	10,208	+12%
Lock Haven	9,415	+13%
Unallocated	2,584	+546%
Pvt, state-aided insts		
U of Pennsylvania	22,008	+15%
Thomas Jefferson U	5,913	+ 1%
Drexel U	3,980	+ 8%
Philadelphia C of Osteopathic Med	3,621	0%
Hahnemann Med C	3,543	+ 2%
Med C of Pa*	2,253	- 2%
Pa C of Optometry	863	+ 4%
Pa C Podiatric Med	707	+ 4%
Philadelphia C of Art	466	+ 4%
Philadelphia C of Textiles & Science	409	+ 4%
Del Valley Sci & Ag	310	+ 4%
Phil C Perf Arts	108	+ 4%
Community colleges*	45,000	+19%
Other appropriations*	220,877	+12%
Total	**$ 825,491**	**+12%**
RHODE ISLAND		
U of Rhode Island	$ 42,724	+17%
Rhode Island C	$ 20,069	+19%
Rhode Island Jr C	15,430	+21%
Student aid	5,478	+43%
Aid to medical ed	1,167	+ 9%
Other appropriations	389	+19%
Total	**$ 85,257**	**+19%**
SOUTH CAROLINA		
U of South Carolina	$ 99,494	+13%
Medical U of SC	70,779	+ 8%
Clemson U	66,703	+12%

	Appropriations 1981-82 (add 000)	2-year change
S. CAROLINA—Continued		
Winthrop C	11,781	+22%
South Carolina St C	11,718	+ 9%
C of Charleston	11,160	+ 3%
Citadel Mil C of SC	9,091	+12%
Francis Marion C	6,219	+14%
Lander C	4,143	+ 8%
Board for Tech & Comp Ed	56,140	+18%
Aid to pvt-coll students	12,266	+24%
Other appropriations	1,677	+14%
Total	**$ 361,171**	**+13%**
SOUTH DAKOTA		
South Dakota St U	$ 19,219	+ 1%
U of South Dakota	17,281	+ 8%
SD Sch of Mines & Tech	4,865	16%
Northern St C	3,925	+ 3%
Black Hills St C	3,160	+ 4%
Dakota St C	1,925	+ 9%
Student aid	145	-28%
Other appropriations	1,623	- 9%
Total	**$ 52,143**	**+ 5%**
TENNESSEE		
U of Tennessee	$ 127,794	+ 7%
Memphis St U	31,575	+ 3%
East Tennessee St U	20,912	+10%
Middle Tenn St U	18,039	+13%
Tennessee St U	13,921	- 7%
Tennessee Tech U	13,420	+ 8%
Austin Peay St U	7,729	+ 5%
Community colleges	32,653	+ 9%
State tech insts	14,285	+21%
Other appropriations	75,953	+133%
Total	**$ 357,016**	**+12%**
TEXAS		
U of Texas	$ 693,549	+42%
Texas A&M U	226,318	+51%
U of Houston	108,467	+49%
Texas Tech U	104,036	+61%
North Texas St U	44,570	+43%
Southwest Texas St U	35,471	+68%
Texas Woman's U	29,934	+30%
Lamar U	25,635	+46%
East Texas St U	24,439	+27%
Texas St Tech Inst	32,593	+71%
Sam Houston St U	21,286	+31%
Stephen Austin St U	23,953	+57%
Texas Southern U	23,381	+74%
Pan American U	19,256	+50%
Tex C Osteo Med	18,795	+41%
Texas A&I U	12,597	+25%
West Texas St U	14,681	+52%
Angelo St U	10,254	+41%
Midwestern St U	8,943	+28%
Corp Christi St U	7,306	+59%
Sul Ross St U	6,037	+ 7%
Laredo St U	2,581	+24%
Community colleges	334,959	+40%
Coordinating board	72,312	+51%
Other appropriations	3,624	+ 7%
Total	**$ 1,905,008**	**+45%**
UTAH		
U of Utah	$ 77,990	+21%
Utah St U	39,813	+20%
Weber St C	20,456	+19%
Utah Tech C		
Salt Lake	7,953	+16%
Provo	6,992	+20%
Southern Utah St C	6,285	+19%
Dixie C	3,461	+21%
Snow C	3,418	+19%
C of Eastern Utah	2,776	+22%
Student aid	157	+21%
Other appropriations	4,270	—
Total	**$ 174,139**	**+20%**
VERMONT		
U of Vermont	$ 18,779	+21%
Vermont St colleges	8,786	+25%
Student aid	6,273	+33%
Other appropriations	38	+19%
Total	**$ 33,876**	**+25%**
VIRGINIA		
Virginia Polytech Inst and St U	$ 94,080	+21%

	Appropriations 1981-82 (add 000)	2-year change
VIRGINIA—Continued		
Va Commonwealth U	88,844	+16%
U of Virginia	85,108	+18%
Old Dominion U	26,338	+25%
C of William and Mary	25,240	+57%
George Mason U	21,179	+55%
Madison U	17,278	+28%
Norfolk St U	13,546	+26%
Radford U	10,610	+29%
Virginia St U	9,293	+ 8%
Mary Washington C	5,359	+33%
Longwood C	5,340	+32%
Virginia Military Inst	4,848	+21%
Christopher Newport C	4,748	+26%
Community colleges	105,524	+18%
Student aid	5,428	+17%
Other appropriations	21,198	+24%
Total	**$ 543,961**	**+22%**
WEST VIRGINIA		
West Virginia U	$ 83,202	+11%
Marshall U	22,551	+19%
Fairmont St C	7,381	+14%
W V Inst of Tech	6,509	+13%
West Virginia St C	6,428	+13%
West Liberty St C	5,716	+11%
Shepherd C	4,633	+14%
Concord C	4,449	+15%
W V C of Grad Studies	3,949	+15%
Glenville St C	3,764	+17%
Bluefield St C	3,479	+15%
West Virginia Sch of Osteopathic Med	3,593	+ 1%
Community colleges	8,750	+13%
Student aid	3,000	+15%
Other appropriations	17,288	n/c
Total	**$ 192,092**	**+21%**
WISCONSIN		
U of Wisconsin System	444,245	+15%
Med C of Wisconsin	6,590	+25%
Voc-tech adult ed	60,752	+10%
Other appropriations	20,366	- 6%
Total	**$ 531,953**	**+14%**
WYOMING		
U of Wyoming	$ 60,429	+59%
Community colleges	22,091	+64%
Other appropriations	124	+10%
Total	**$ 82,644**	**+60%**

Biennial Appropriations

	Appropriations 1981-83 (add 000)	2-year change
NORTH DAKOTA		
North Dakota St U	$ 80,009	+43%
U of North Dakota	76,399	+47%
St Sch of Science	19,117	+37%
Minot St C	14,017	+49%
Dickinson St C	8,209	+40%
Valley City St C	6,838	+35%
Mayville St C	5,975	+35%
Community colleges	6,111	+38%
Aid to pvt-coll students	400	+100%
Total	**$ 217,077**	**+43%**
WASHINGTON		
U of Washington	$ 256,760	- 4%
Washington St U	169,897	+ 5%
W Washington U	54,017	+ 5%
E Washington U	53,163	+16%
Central Wash U	46,633	+12%
Evergreen St C	23,119	+19%
Community colleges	369,140	+12%
Student aid	20,119	+79%
Other appropriations	2,795	n/c
Total	**$ 995,643**	**+ 6%**

NOTE: Some totals may be inconsistent with itemized figures because of rounding.
n/c Not comparable
* Estimated
— Indicates change of less than 1 per cent

State Aid to Colleges

Continued from Page 10

higher education at a much faster rate than the other states, to an estimated 4 per cent in Ohio, where the final appropriations for 1981-82 had not been determined last week.

Final appropriation figures were also unavailable for Massachusetts and Minnesota. The estimates used in the Chambers report indicate two-year increases of 16 per cent in Massachusetts and 12 per cent in Minnesota.

California appropriated more money for higher education in 1981-82 than any other state, with a total of over $3.3-billion. The only other states to exceed the billion-dollar mark were Texas, with $1.9-billion, and New York with more than $1.8-billion.

The smallest appropriation for higher education was Vermont's $33.8-million, followed by New Hampshire's $39.3-million.

Alaska's unadjusted increase in higher-education appropriations over the past 10 years was 528 per cent, highest among the 50 states, with Texas second at 355 per cent and Wyoming third at 351.

The smallest unadjusted increases for the 10-year period were 110 per cent in Illinois, 114 per cent in Vermont, and 118 per cent in Maine.

The national average for 10-year increases was 197 per cent.

Appropriations per capita ranged from a high of $305 in Alaska to $42 in New Hampshire.

Other high-ranking states in appropriations per capita were: Wyoming, $175.53; North Dakota, $166.29; and Hawaii, $160.37.

Other low-ranking states in per-capita appropriations were: Massachusetts, estimated at $63.53, and Ohio, estimated at $64.68.

In terms of higher-education appropriations per $1,000 of personal income, Alaska again led the way with $23.84, followed by North Dakota, $18.97; Mississippi, $18.08; New Mexico, $16.79; Wyoming, $16.04; and North Carolina, $16.00. The lowest appropriations per $1,000 of personal income were $4.67 in New Hampshire and $5.76 in New Jersey.

The appropriations per $1,000 of personal income were calculated with the Commerce Department's latest data on personal income by states for 1980. Total personal income in the U.S. in 1980 was up 11.5 per cent in one year and 26 per cent in two years.

The appropriations per capita were based on the Census Bureau's count of the population by states in 1980.

The figures compiled by Mr. Chambers represent tax revenue appropriated by the states for the operating expenses of public colleges and universities. They also include appropriations for state aid to state-supported and locally operated community colleges, and for state aid to vocational-technical schools if the schools are primarily for post-high-school students.

Also included in the Chambers data are funds for state-supported agencies and programs that deal with higher education. Appropriations for student grants and loans and for aid to private institutions through scholarships or other programs are included.

Not included in the appropriation figures are amounts provided for capital expenditures or debt service. Money from federal, municipal, and county taxes and from student fees is not included.

NOTE

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PUBLICATION HAVE BEEN FILMED

p. 1, 8, 14-16.

OCT

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1981

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CH IF08WS1D1C1875AMPLE P XE
CONGRESSIONAL INFORMATION
7101 WISCONSIN AVNW
WASHINGTON DC 20014

ISSN 0009-5982

CHRONICLE of Higher Education

October 28, 1981 • $1.25
Volume XXIII, Number 9

News Summary

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NASA

University research projects will be on board when the space shuttle Columbia begins its second flight. Story on Page 6.

The MacArthur Foundation will spend $15.6-million for faculty-improvement grants. Story on Page 13.

An agreement has been reached in a dispute that pitted the trustees of the University of Arkansas system against the chancellor of the university's Little Rock campus. Story on Page 16.

After a slow start, the Hubert H. Humphrey Institute of Public Affairs is taking shape at the University of Minnesota. Story on Page 11.

The Department of Education is already laying off employees, even before President Reagan announces how he wants to dismantle the agency. Story on Page 17.

Colleges and universities should not relax their commitments to affirmative action, civil-rights officials warn. Story on Page 17.

A low political profile is a key to the survival of Argentina's only private social-science research institute. Story on Page 23.

Architecture schools come in for stinging criticism in Tom Wolfe's new study of American building design, *From Bauhaus to Our House*. Story on Page 25.

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Scientists' Group Challenges Claim that Exchanges Harm U.S. Security

By Kim McDonald

WASHINGTON

A Defense Department document that says U.S.-sponsored scientific and student exchanges are enhancing Soviet military power has elicited a strong protest from the American Association for the Advancement of Science, the country's largest organization of scientists.

William D. Carey, executive officer of the A.A.A.S., said his association's board of directors had agreed to send a message to Caspar W. Weinberger, Secretary of Defense, protesting statements in a recently released Pentagon document entitled *Soviet Military Power*.

The protest re-emphasizes concerns expressed in the past by some scientists about laws prohibiting the export of certain materials for national-security reasons. Some university officials are afraid those laws could be expanded by the Pentagon or State Department to restrict the export of scientific ideas, thus barring U.S. researchers from communicating openly with scientists from countries such as the Soviet Union.

Earlier this year, five university presidents wrote Administration officials protesting government restrictions on "the free flow of information among scientists and engineers" through the export controls administered separately by the Commerce and State Departments. They also expressed concern about recent efforts to restrict the participation of foreign students in electronics research supported by the Defense Department.

'I Am Dismayed'

Although Pentagon officials contend that current policies allow Soviet scientists to gain unrestricted access to information of use to the Soviet military, some U.S. scientists respond by saying that rules limiting exchanges with foreign scientists through conferences and scientific literature would infringe upon their academic freedom.

"I am dismayed to find the Defense Department indicting interacademy exchanges, student exchanges, scientific conferences and symposia, and the entire 'professional and open literature' as inherently adverse to U.S. military security interests," Mr. Carey said in a separate statement to Frank C. Carlucci, Deputy Secretary of Defense.

"These normal and well-accepted fora for advancing scientific progress constitute the primary infrastructure of U.S. and worldwide communication in science, and without them the U.S. technology base would go stale very quickly."

Mr. Carey added that he considered it "somewhat astonishing to have the Defense Department charging that bilateral U.S.-Soviet scientific and technical ex-

Continued on Page 20, Column 4

Bigger Faculty Role in Governance Will Be Goal of New AAUP Center

By Beverly T. Watkins

RACINE, WIS.

The American Association of University Professors will establish a national resource center to help faculty members take a larger role in running their colleges and universities.

Irving J. Spitzberg, Jr., the A.A.U.P.'s general secretary, said the new center should be "a national political community of faculty members involved in collegial governance."

Plans for the center were debated at a meeting of about 50 faculty leaders, administrators, and trustees who gathered at the Wingspread conference center here to seek ways for faculty members to increase their role in governance.

Most of the participants seemed to agree that faculty members play a minor role in running universities today. Said one:

"We have let those governance issues that allowed faculty members to make decisions slip through the cracks. In the 1960's, money was floating around and the faculty didn't care. With the economic crunch, money became important and the administrators took over. Faculty members got scared, because their jobs were in jeopardy.

"Essentially, we gave up our role in shared governance."

To reverse that trend, said Mr. Spitzberg, "the initiative will have to be taken by faculty members, because it cannot be expected from most presidents or trustees."

However, many of those at the conference did not agree that increased participation in governance was possible for faculty members or, if it was, how best to accomplish it.

The A.A.U.P.'s proposed plan to work with a network of faculty senates was quickly dismissed, in part because those bodies were regarded as almost completely ineffective.

One participant, who is chairman of a faculty senate, said, "Faculty interest in campus senates is very low today. Faculty members don't want to be part of the faculty senate. All they care about is promotion and tenure. They just want to do their research and teach. The same people—all the old hands—keep popping up on committees.

"If young faculty members—who have the new ideas—join the senate, they soon resign. Someone tells them this is not the way to promotion and tenure."

"Any emphasis on senates is misplaced," said J. Victor Baldridge, senior

Continued on Page 8, Column 1

Stiff New Rules for Student-Aid Eligibility Proposed

By Janet Hook

WASHINGTON

College students and their families would be expected to contribute significantly more toward education costs before they could qualify for federal grants next year, under new rules proposed by the Department of Education.

Under the agency's proposed regulations for determining students' eligibility for Pell Grants in 1982-83, families would be expected to contribute 40 per cent or more of their discretionary income to college costs—up from the 10.5 per cent that was required in determining students' eligibility for the grants this year.

Cutoff Lowered to $15,860

Those stricter requirements would mean that a student from an average family of four earning more than $15,860 would not be eligible for a Pell Grant in 1982-83. The cutoff was $28,418 this year.

The proposed new restrictions have provoked additional concern among lawmakers and college groups because the increased family-contribution requirements would apply not only to Pell Grants, but also to the three campus-based federal programs—Supplemental Educational Opportunity Grants, College Work-Study, and National Direct Student Loans. The rules would not affect Guaranteed Student Loans.

The Department of Education said, however, that some of the problems arising from the proposed new rules could be avoided—and the agency could establish a

Continued on Page 19, Column 1

BEST AVAILABLE COPY

Overspending by States Points to Trouble Ahead for Public-College Budgets

By Jack Magarrell

WASHINGTON

States are overspending their income again this year, casting a gloomy shadow over the campus meetings at which public colleges and universities now are preparing their budget requests for fiscal 1983.

This year's state appropriations for higher education amount to 15 per cent of the states' general-fund spending.

A survey of the financial condition of the states finds estimated spending in the current fiscal year totaling $153.3-billion, compared with expected revenues totaling $150.7-billion.

The $2.6-billion gap in state operating budgets in fiscal 1982 follows a year in which spending exceeded revenues by $6.3-billion. The treasury reserves that are used to keep budgets in balance during such times are running low.

State Deficits Usually Prohibited

Unlike the federal government, which regularly operates on a red-ink unified budget, states generally are forbidden to have deficits in their operating budgets—by tradition in Vermont and by law in the other 49 states.

The National Governors' Association and the National Association of State Budget Officers, reporting on their latest yearly survey of state finances, said the state balances at the end of each fiscal year usually amounted to about 5 per cent of general spending, but the balance expected at the end of fiscal 1982 was only 1.5 per cent—down from 9 per cent at the end of fiscal 1980 and 3.3 per cent at the end of fiscal 1981.

Data on state finances were collected by the governors' and budget officers' organizations last spring, before Congress had acted on reductions in federal budgets and taxes.

State officials now expect their revenues to decline as a result of federal action, partly because of less federal support for state programs and partly because some state taxes tied to federal taxes will be reduced.

Estimated state spending for general operations during fiscal 1982 is up 7 per cent over the previous year, but the increase was not large enough to offset inflation, the report said.

The report showed a decline of 1 per cent in total state spending from general funds in fiscal 1982 after adjusting for an inflation rate of 8.5 per cent. The 8.5 per cent was the "deflator" reported by the Commerce Department for state and local government for the year ending with the first quarter of 1981.

Using the same inflation rate, state appropriations for higher education in 1981-82 remained at about the same level as in the previous year.

"State appropriations for higher education showed a one-year increase of nearly 9 per cent before adjusting for inflation, according to data compiled by M. M. Chambers, professor of education administration at Illinois State University. That compared with one-year increases of 12 per cent in 1979-80 and 10 per cent in 1980-81 (*The Chronicle*, October 21).

The report on the states' general finances followed to some extent patterns that appeared in the higher-education appropriations. There was wide variation between the prospering energy-rich states and the hard-times regions hit by reduced production of automobiles and housing.

South Dakota, with a coal-enriched economy, increased the general spending by 34 per cent and by spending for higher education by 32 per cent, after inflation. The state also expected to end fiscal 1982 with a treasury balance equal to 26 per cent of the year's expenditures.

Alaska, which increased its higher-education spending by an adjusted 38 per cent, raised its general spending by only 2 per cent on the same adjusted basis. Adjusted figures for California show a 10-per-cent reduction in general spending and a 3-per-cent reduction for higher education.

Copies of the report, *Fiscal Survey of the States* (1981), are available for $8 each from the National Governors' Association, 444 North Capitol Street, Washington 20001.

FACT–FILE

Changes in Overall Appropriations by States, Compared with Those for Higher Education

	Estimated fiscal 1982 spending [1]	1-year change (adjusted) [2]	Estimated surplus or deficit [3]	Higher-education spending [4]	1-year change (adjusted) [2]
Alabama	$ 1,682,000,000	− 5%	0%	$ 417,757,000	−10%
Alaska	5,305,000,000	+ 2%	+13%	122,439,000	+38%
Arizona	1,616,000,000	0%	+ 1%	306,801,000	+ 1%
Arkansas	980,000,000	+ 1%	0%	183,980,000	−10%
California	20,799,000,000	−10%	0%	3,328,706,000	− 3%
				305,791,000	+ 7%
Colorado	1,465,000,000	− 6%	+ 5%		
Connecticut	3,008,000,000	+ 3%	0%	259,971,000	− 4%
Delaware	712,000,000	− 1%	+ 3%	72,125,000	+ 4%
Florida	5,256,000,000	+13%	+ 8%	802,316,000	+ 5%
Georgia	3,419,000,000	− 1%	0%	498,919,000	+ 6%
Hawaii	1,229,000,000	− 3%	+18%	154,755,000	+ 5%
Idaho	452,000,000	+ 8%	0%	95,100,000	7%
Illinois	8,803,000,000	3%	+ 3%	996,810,000	− 5%
Indiana	2,170,000,000	− 9%	+ 1%	482,494,000	− 3%
Iowa	1,710,000,000	4%	2%	341,938,000	− 5%
Kansas	1,352,000,000	2%	−10%	278,662,000	1%
Kentucky	2,720,000,000	1%	0%	385,291,000	6%
Louisiana	3,859,000,000	1%	5%	424,754,000	+ 5%
Maine	604,000,000	1%	1%	66,671,000	2%
Maryland	2,919,000,000	6%	0%	385,949,000	3%
Massachusetts	4,475,000,000	2%	2%	364,500,000	4%
Michigan	3,910,000,000	6%	0%	648,532,000	− 3%
Minnesota	2,006,000,000	2%	4%	315,003,000	1%
Mississippi	1,276,000,000	11%	1%	200,524,000	3%
Missouri	2,344,000,000	6%	5%	358,779,000	9%
Montana	564,000,000	11%	31%	83,693,000	16%
Nebraska	721,000,000	7%	+ 3%	167,100,000	− 4%
Nevada	370,000,000	−14%	9%	69,951,000	2%
New Hampshire	267,000,000	− 1%	3%	39,323,000	10%
New Jersey	3,625,000,000	− 2%	1%	464,787,000	1%
New Mexico	1,139,000,000	1%	6%	171,576,000	+10%
New York	16,307,000,000	0%	0%	1,855,429,000	+ 4%
North Carolina	3,433,000,000	0%	0%	736,882,000	+ 3%
North Dakota	494,000,000	+34%	+26%	106,538,000	+32%
Ohio	5,210,000,000	3%	2%	696,350,000	+11%
Oklahoma	1,308,000,000	−13%	4%	325,593,000	−11%
Oregon	1,550,000,000	2%	+ 7%	252,822,000	7%
Pennsylvania	7,196,000,000	3%	0%	823,491,000	+ 3%
Rhode Island	796,000,000	5%	0%	85,257,000	0%
South Carolina	1,903,000,000	1%	0%	301,121,000	3%
South Dakota	276,000,000	+10%	+ 2%	52,143,000	6%
Tennessee	1,734,000,000	5%	+ 2%	357,016,000	3%
Texas	5,745,000,000	+10%	2%	1,305,000,000	20%
Utah	863,000,000	− 2%	6%	174,139,000	0%
Vermont	275,000,000	− 3%	0%	33,876,000	3%
Virginia	2,844,000,000	10%	0%	543,261,000	2%
Washington	3,763,000,000	2%	+ 4%	697,821,000	3%
West Virginia	1,293,000,000	6%	3%	192,099,000	4%
Wisconsin	3,109,000,000	3%	1%	591,953,000	4%
Wyoming	393,000,000	9%	2%	62,848,000	6%
Total	$152,777,000,000	1%	1%	$22,825,101,000	0%

[1] Estimated fiscal 1982 expenditures for general operating purposes.
[2] Adjusted for a deflator (or inflation rate) of 8.5 per cent, the rate reported by the Commerce Department for state and local spending in the first quarter of 1981.
[3] The estimated year-end surplus or deficit, as a percentage of general-fund spending.
[4] State appropriations for higher education for fiscal 1982, as compiled by M. M. Chambers, professor of education administration at Illinois State University.

Source: Fiscal Survey of the States, 1981, prepared by the National Governors' Association and the National Association of State Budget Officers.

Governance

Continued from Page 1

research sociologist at the Higher Education Research Institute in Los Angeles. "Roughly 15 surveys of presidents, department chairmen, and faculty members since 1971 have shown that faculty senates have little influence on educational policy. They were ineffective before, they are ineffective now, and they will continue to be ineffective.

"A more appropriate way to increase faculty influence is through strengthening academic departments and through better use of collective bargaining."

Donald E. Walters, executive director of the board of governors of state colleges and universities in Illinois, said collective bargaining was responsible for making faculty senates less effective.

"There are few things left for senates to do today," he said. "Evaluation, grievance procedures, workload, and economic issues are all tied up in the union domain. Faculty senates have gone from weak to weaker because faculty unions have assumed many of the roles traditionally claimed by the senates."

Also, he said, "unions, as political organizations, will never permit faculty senates to get that stuff back."

Robert O. Berdahl, director of the Institute for Research in Higher Education at the University of Maryland at College Park, said the growth of multicampus universities is one cause of the decline in faculty influence.

"Twenty-five years ago many campuses were governed on a single-campus basis," he noted. "Today only 30 per cent of our senior institutions have 'single-campus' governance. Many critical decisions that used to be made on the single campus are now made elsewhere.

"How faculty members plug into these statewide systems is, alas, very dismal. Only 3 of 28 formal coordinating boards have faculty advisory committees and only 7 of 20 consolidated governing boards have statewide-system senates. Evidently, not many faculty groups have asked to participate. It is a complicated business to get faculty advice into the process."

Even if faculty members become more active in governance, they may not be able to make many contributions, according to some conference participants.

Richard J. Meisinger, Jr., assistant provost of the Division of Behavioral and Social Sciences at Maryland's College Park campus, said faculty members should be involved in the budget process because "all budgetary decisions have academic implications and all academic decisions have budgetary implications."

However, he said, "faculty members can't be involved on a day-to-day basis. Two or three budgets are worked on simultaneously. You can only hope to make changes that will appear two or three years down the road in the 4 to 5 per cent of the budget that is uncommitted. Faculty members can be involved in setting long-range goals and targets. Then they have to allow the administration to carry them out."

He warned faculty members, "If you get involved in the budget, you will have to stick with the process two to three years. You will be inadequately rewarded for your contributions, and you can look for tension between the administration and the faculty in the process."

'How To' Information Planned

The new A.A.U.P. resource center, called the Faculty in Governance Support System, will encourage faculty members to participate in academic senates and other campus and statewide governance bodies in part by providing "how to" information about institutional governance.

By establishing a resource center, Mr. Spitzberg said, the A.A.U.P. will have a "national communications system" to help all faculty members cope with governance issues by telling them how faculty members on other campuses or in systemwide organizations have handled the same issues.

"The A.A.U.P. has been remiss in the last 15 years by not taking the initiative in providing the sort of national support necessary for the reinvigoration of collegial governance," Mr. Spitzberg said. "Faculty members, because of their special expertise, ought to have comprehensive control in areas central to the academic life of the university, [such as] curriculum, research, promotion and tenure, and quality of faculty life."

That does not mean, he added, that students or administrators should not be involved in those areas or that trustees should not review or question faculty decisions.

The resource center will serve as a clearinghouse for information on different campus-governance structures and their constitutions and bylaws, the contents of faculty handbooks, the activities and decisions of faculty governance bodies, and state legislation that deals with governance.

It will publish a regular newsletter for faculty leaders, as well as a series of reports and—eventually—some special studies on governance.

Local and regional seminars arranged by the center will bring together faculty members with common problems and show them how to participate more fully in academic governance.

The Faculty in Governance Support System will be a semi-autonomous organization within the A.A.U.P., with a status somewhat like that of the Collective Bargaining Congress, which is a caucus established by the association's constitution. Faculty governance bodies or individual faculty members will not have to belong to the A.A.U.P. to use the services of the resource center.

The A.A.U.P. will seek about $300,000 in foundation funds over three years to establish and maintain an organization with one to three staff members while permanent financial arrangements are developed, according to Mr. Spitzberg. "We will seek as little money as possible, but we need something more than $100,000 per year to begin with," he said.

MacArthur *Continued from Preceding Page*

grant-making activities, colleges and universities will no doubt continue to be prime candidates for aid, if only to pursue research in the foundation's areas of interest, such as mental health.

The board, which was expanded last year from 6 to 13 members, originally consisted of the widow, a son, and four former associates of John D. MacArthur, who had been the sole owner of Bankers Life and Casualty Company. A trust he established in 1970 gave rise to the foundation when he died in 1978.

Now the board also includes—in addition to Mr. Corbally—several men with strong ties to higher education: Murray Gell-Mann, professor of theoretical physics at California Institute of Technology; Edward H. Levi, the former U.S. attorney general who had been president of the University of Chicago; and Jerome B. Weisner, president emeritus of the Massachusetts Institute of Technology.

In addition, the foundation's executive vice-president is James M. Furman, former director of the Illinois Board of Higher Education.

In 1980, the MacArthur Foundation's first full year of grant making, it awarded some $10-million—nearly a fourth of its total awards—to academic institutions or related organizations. Among the largest awards were $2.5-million to the United Negro College Fund and $1-million to Caltech's Center for Advanced Studies in the Behavioral Sciences.

The foundation also gained national attention last year for rescuing the financially crippled *Harper's* magazine and, more recently, for initiating an unusual series of unrestricted "prize fellowships" for "exceptionally talented individuals" in various fields.

The fellowships, ranging from $24,000 to $60,000 a year for five years, also provide for additional awards of $15,000 to universities with which the fellows may affiliate.

Mr. Corbally has said that the foundation's overall approach to grant making is to concentrate on a relatively few programs where it can "make a real difference."

Its ability to do so should increase substantially by the end of 1983—by which time, under the Tax Reform Act of 1969, it must have sold all its assets. Experts have estimated that the divestiture could yield up to $2-billion, quite possibly making the MacArthur Foundation second in size only to the Ford Foundation.

Explaining the idea behind large grants, Mr. Corbally remarked last week: "You could get rid of the entire foundation by giving everybody in this country $10 and you wouldn't have done anything."

Grant Recipients Named

The institutions selected by the MacArthur Foundation for faculty endowments of $1.2-million each are the University of California at Berkeley, the California Institute of Technology, the University of Chicago, Harvard University, the University of Illinois, the Massachusetts Institute of Technology, the University of Michigan, Northwestern University, and the University of Wisconsin.

Those selected for endowments of $300,000 each are Bennington College, Bucknell University, the Claremont University Center, Colby College, Colgate University, Colorado College, Connecticut College, Davidson College, Hampshire College, Kalamazoo College, Kenyon College, New College of the University of South Florida, Occidental College, Reed College, the University of the South, and Union College.

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FACT-FILE

Nobel Prizes, 1901–1981:

Chemistry

1901 Jacobus H. van't Hoff, Netherlands
1902 Emil Fischer, Germany
1903 Svante A. Arrhenius, Sweden
1904 William Ramsay, Great Britain
1905 Adolf von Baeyer, Germany
1906 Henri Moissan, France
1907 Eduard Buchner, Germany
1908 Ernest Rutherford, Great Britain
1909 Wilhelm Ostwald, Germany
1910 Otto Wallach, Germany
1911 Marie Curie, France
1912 Victor Grignard, France
Paul Sabatier, France
1913 Alfred Werner, Switzerland
1914 Theodore W. Richards, United States
1915 Richard Willstätter, Germany
1916 No award
1917 No award
1918 Fritz Haber, Germany
1919 No award
1920 Walther Nernst, Germany
1921 Frederick Soddy, Great Britain
1922 Francis W. Aston, Great Britain
1923 Fritz Pregl, Austria
1924 No award
1925 Richard Zsigmondy, Germany
1926 Theodor Svedberg, Sweden
1927 Heinrich O. Wieland, Germany
1928 Adolf Windaus, Germany
1929 Sir Arthur Harden, Great Britain
Hans K. A. S. von Euler-Chelpin, Sweden
1930 Hans Fischer, Germany
1931 Karl Bosch, Germany
Friedrich Bergius, Germany
1932 Irving Langmuir, United States
1933 No award
1934 Harold C. Urey, United States
1935 Frédéric Joliot-Curie, France
Irène Joliot-Curie, France
1936 Peter J. W. Debye, Netherlands
1937 Walter N. Haworth, Great Britain
Paul Karrer, Switzerland
1938 Richard Kuhn, Germany (declined)
1939 Adolf Butenandt, Germany
Leopold Ruzicka, Switzerland
1940 No award
1941 No award
1942 No award
1943 Georg Hevesy de Heves, Hungary
1944 Otto Hahn, Germany
1945 Artturi Ilmari Virtanen, Finland
1946 John H. Northrop, United States
Wendell M. Stanley, United States
James B. Sumner, United States
1947 Sir Robert Robinson, Great Britain
1948 Arne Tiselius, Sweden
1949 William Francis Giauque, United States
1950 Kurt Alder, West Germany
Otto Diels, West Germany
1951 Edwin M. McMillan, United States
Glenn T. Seaborg, United States
1952 Archer J. P. Martin, Great Britain
Richard L. M. Synge, Great Britain
1953 Hermann Staudinger, West Germany
1954 Linus C. Pauling, United States
1955 Vincent du Vigneaud, United States
1956 Sir Cyril N. Hinshelwood, Great Britain
Nikolai N. Semenov, U.S.S.R.
1957 Sir Alexander R. Todd, Great Britain
1958 Frederick Sanger, Great Britain
1959 Jaroslav Heyrovsky, Czechoslovakia
1960 Willard F. Libby, United States
1961 Melvin Calvin, United States
1962 John C. Kendrew, Great Britain
Max F. Perutz, Great Britain
1963 Giulio Natta, Italy
Karl Ziegler, West Germany
1964 Dorothy Crowfoot Hodgkin, Great Britain
1965 Robert B. Woodward, United States
1966 Robert S. Mulliken, United States
1967 Manfred Eigen, West Germany
Ronald G. W. Norrish, Great Britain
George Porter, Great Britain
1968 Lars Onsager, United States
1969 Derek H. R. Barton, Great Britain
Odd Hassel, Norway
1970 Luis F. Leloir, Argentina
1971 Gerhard Herzberg, Canada
1972 Christian Boehmer Anfinsen, United States
Stanford Moore, United States
William Howard Stein, United States
1973 Ernst Otto Fischer, West Germany
Geoffrey Wilkinson, Great Britain
1974 Paul J. Flory, United States
1975 John W. Cornforth, Great Britain
Vladimir Prelog, Switzerland
1976 William N. Lipscomb, Jr., United States
1977 Ilya Prigogine, Belgium
1978 Peter Mitchell, Great Britain
1979 Herbert C. Brown, United States
Georg Wittig, West Germany
1980 Paul Berg, United States
Walter Gilbert, United States
Frederick Sanger, Great Britain
1981 Ronald Hoffmann, United States
Kenichi Fukui, Japan

Economics

1969 Ragnar Frisch, Norway
Jan Tinbergen, Netherlands
1970 Paul A. Samuelson, United States
1971 Simon Kuznets, United States
1972 Kenneth J. Arrow, United States
Sir John R. Hicks, Great Britain
1973 Wassily Leontief, United States
1974 Gunnar Myrdal, Sweden
Friedrich A. von Hayek, Great Britain
1975 Leonid V. Kantorovich, U.S.S.R.
Tjalling C. Koopmans, United States
1976 Milton Friedman, United States
1977 James E. Meade, Great Britain
Bertil Ohlin, Sweden
1978 Herbert A. Simon, United States
1979 Sir Arthur Lewis, Great Britain
Theodore Schultz, United States
1980 Lawrence R. Klein, United States
1981 James Tobin, United States

Literature

Literature medal

1901 René F. A. Sully Prudhomme, France
1902 Theodor Mommsen, Germany
1903 Bjørnstjerne Bjørnson, Norway
1904 José Echegaray, Spain
Frederic Mistral, France
1905 Henryk Sienkiewicz, Poland
1906 Giosuè Carducci, Italy
1907 Rudyard Kipling, Great Britain
1908 Rudolf Eucken, Germany
1909 Selma Lagerlöf, Sweden
1910 Paul von Heyse, Germany
1911 Maurice Maeterlinck, Belgium
1912 Gerhart Hauptmann, Germany
1913 Rabindranath Tagore, India
1914 No award
1915 Romain Rolland, France
1916 Verner von Heidenstam, Sweden
1917 Karl A. Gjellerup, Denmark
Henrik Pontoppidan, Denmark
1918 No award
1919 Carl Spitteler, Switzerland
1920 Knut Hamsun, Norway
1921 Anatole France, France
1922 Jacinto Benavente, Spain
1923 William Butler Yeats, Ireland
1924 Wladyslaw Reymont, Poland
1925 George Bernard Shaw, Great Britain
1926 Grazia Deledda, Italy
1927 Henri Bergson, France
1928 Sigrid Undset, Norway
1929 Thomas Mann, Germany
1930 Sinclair Lewis, United States
1931 Erik A. Karlfeldt, Sweden
1932 John Galsworthy, Great Britain
1933 Ivan Bunin, stateless
1934 Luigi Pirandello, Italy
1935 No award
1936 Eugene O'Neill, United States
1937 Roger Martin du Gard, France
1938 Pearl S. Buck, United States

Laureates in Chemistry, Economics, Literature, Medicine, Peace

Literature – continued

1939 Frans Eemil Sillanpää, Finland
1940 No award
1941 No award
1942 No award
1943 No award
1944 Johannes V. Jensen, Denmark
1945 Gabriela Mistral, Chile
1946 Hermann Hesse, Switzerland
1947 André Gide, France
1948 T S. Eliot, Great Britain
1949 William Faulkner, United States
1950 Bertrand Russell, Great Britain
1951 Pär F. Lagerkvist, Sweden
1952 François Mauriac, France
1953 Sir Winston Churchill, Great Britain
1954 Ernest Hemingway, United States
1955 Halldór Kiljan Laxness, Iceland
1956 Juan Ramón Jiménez, Spain
1957 Albert Camus, France
1958 Boris Pasternak, U.S.S.R. (declined)
1959 Salvatore Quasimodo, Italy
1960 Saint-John Perse (Alexis St. Léger Léger), France
1961 Ivo Andrić, Yugoslavia
1962 John Steinbeck, United States
1963 Giorgos Seferis, Greece
1964 Jean-Paul Sartre, France (declined)
1965 Mikhail A. Sholokhov, U.S.S.R.
1966 Shmuel Yosef Agnon, Israel
Nelly Sachs, Sweden
1967 Miguel Angel Asturias, Guatemala
1968 Yasunari Kawabata, Japan
1969 Samuel Beckett, Ireland
1970 Aleksandr Solzhenitsyn, U.S.S.R.
1971 Pablo Neruda, Chile
1972 Heinrich Böll, West Germany
1973 Patrick White, Australia
1974 Eyvind Johnson, Sweden
Harry Martinson, Sweden
1975 Eugenio Montale, Italy
1976 Saul Bellow, United States
1977 Vicente Aleixandre, Spain
1978 Isaac Bashevis Singer, United States
1979 Odysseus Elytis, Greece
1980 Czeslaw Milosz, United States
1981 Elias Canetti, Great Britain

Peace

1901 Jean Henri Dunant, Switzerland
Frédéric Passy, France
1902 Élie Ducommun, Switzerland
Charles Albert Gobat, Switzerland
1903 Sir William R. Cremer, Great Britain
1904 Institute of International Law Belgium
1905 Bertha von Suttner, Austria
1906 Theodore Roosevelt, United States
1907 Ernesto T. Moneta, Italy
Louis Renault, France
1908 Klas P. Arnoldson, Sweden
Frederik Bajer, Denmark
1909 Auguste M. F. Beernaert, Belgium
Baron Paul d'Estournelles de Constant de Rebecque, France
1910 Permanent International Peace Bureau, Switzerland
1911 Tobias M. C. Asser, Netherlands
Alfred H. Fried, Austria
1912 Elihu Root, United States
1913 Henri La Fontaine, Belgium
1914 No award
1915 No award
1916 No award
1917 International Red Cross
1918 No award
1919 Woodrow Wilson, United States
1920 Léon Bourgeois, France
1921 Karl H. Branting, Sweden
Christian L. Lange, Norway
1922 Fridtjof Nansen, Norway
1923 No award
1924 No award
1925 Sir Austen Chamberlain, Great Britain
Charles G. Dawes, United States
1926 Aristide Briand, France
Gustav Stresemann, Germany
1927 Ferdinand Buisson, France
Ludwig Quidde, Germany
1928 No award

Peace – continued

1929 Frank B. Kellogg, United States
1930 Nathan Söderblom, Sweden
1931 Jane Addams, United States
Nicholas Murray Butler, United States
1932 No award
1933 Sir Norman Angell, Great Britain
1934 Arthur Henderson, Great Britain
1935 Carl von Ossietzky, Germany
1936 Carlos Saavedra Lamas, Argentina
1937 Lord Cecil of Chelwood, Great Britain
1938 Nansen International Office for Refugees, Switzerland
1939 No award
1940 No award
1941 No award
1942 No award
1943 No award
1944 International Red Cross
1945 Cordell Hull, United States
1946 Emily G. Balch, United States
John R. Mott, United States
1947 Friends Service Council, Great Britain
American Friends Service Committee, United States
1948 No award
1949 Lord John Boyd Orr, Great Britain
1950 Ralph J. Bunche, United States
1951 Léon Jouhaux, France
1952 Albert Schweitzer, France
1953 George C. Marshall, United States
1954 Office of the U.N. High Commissioner for Refugees
1955 No award
1956 No award
1957 Lester B. Pearson, Canada
1958 The Rev. Dominique Georges Henri Pire, Belgium
1959 Philip J. Noel-Baker, Great Britain
1960 Albert J. Luthuli, South Africa
1961 Dag Hammarskjöld, Sweden
1962 Linus C. Pauling, United States
1963 International Red Cross
League of Red Cross Societies
1964 Martin Luther King, Jr., United States
1965 UNICEF
1966 No award
1967 No award
1968 René Cassin, France
1969 International Labor Organization
1970 Norman E. Borlaug, United States
1971 Willy Brandt, West Germany
1972 No award
1973 Henry A. Kissinger, United States
Le Duc Tho, Vietnam
1974 Sean MacBride, Ireland
Eisaku Sato, Japan
1975 Andrei D. Sakharov, U.S.S.R.
1976 Mairead Corrigan, Great Britain
Betty Williams, Great Britian
1977 Amnesty International
1978 Menachem Begin, Israel
Anwar el-Sadat, Egypt
1979 Mother Theresa of Calcutta, India
1980 Adolfo Pérez Esquivel, Argentina
1981 Office of the U.N. High Commissioner for Refugees

Physiology or medicine

Physiology or medicine medal

1901 Emil A. von Behring, Germany
1902 Sir Ronald Ross, Great Britain
1903 Niels R. Finsen, Denmark
1904 Ivan P. Pavlov, Russia
1905 Robert Koch, Germany
1906 Camillo Golgi, Italy
Santiago Ramón y Cajal, Spain
1907 Charles L. A. Laveran, France
1908 Paul Ehrlich, Germany
Élie Metchnikoff, Russia
1909 Emil Theodor Kocher, Switzerland

Physiology or medicine – continued

1910 Albrecht Kossel, Germany
1911 Allvar Gullstrand, Sweden
1912 Alexis Carrel, United States
1913 Charles Richet, France
1914 Robert Bárány, Austria
1915 No award
1916 No award
1917 No award
1918 No award
1919 Jules Bordet, Belgium
1920 S. August Krogh, Denmark
1921 No award
1922 Archibald V. Hill, Great Britain
Otto F. Meyerhof, Germany
1923 Sir Frederick G. Banting, Canada
John J. R. Macleod, Canada
1924 Willem Einthoven, Netherlands
1925 No award
1926 Johannes Fibiger, Denmark
1927 Julius Wagner-Jauregg, Austria
1928 Charles Nicolle, France
1929 Christiaan Eijkman, Netherlands
Sir Frederick G. Hopkins, Great Britain
1930 Karl Landsteiner, Austria
1931 Otto H. Warburg, Germany
1932 Edgar D. Adrian, Great Britain
Sir Charles Sherrington, Great Britain
1933 Thomas H. Morgan, United States
1934 George R. Minot, United States
William P. Murphy, United States
George H. Whipple, United States
1935 Hans Spemann, Germany
1936 Sir Henry Dale, Great Britain
Otto Loewi, Austria
1937 Albert Szent-Györgyi von Nagyrapolt, Hungary
1938 Corneille Heymans, Belgium
1939 Gerhard Domagk, Germany
1940 No award
1941 No award
1942 No award
1943 Henrik Dam, Denmark
Edward A. Doisy, United States
1944 Joseph Erlanger, United States
Herbert S. Gasser, United States
1945 Ernst B. Chain, Great Britain
Sir Alexander Fleming, Great Britain
Sir Howard Florey, Great Britain
1946 Herman J. Muller, United States
1947 Carl F. Cori, United States
Gerty T. Cori, United States
Bernardo A. Houssay, Argentina
1948 Paul H. Müller, Switzerland
1949 Walter R. Hess, Switzerland
Antonio de Egas Moniz, Portugal
1950 Philip S. Hench, United States
Edward C. Kendall, United States
Tadeus Reichstein, Switzerland
1951 Max Theiler, South Africa
1952 Selman A. Waksman United States
1953 Hans A. Krebs, Great Britain
Fritz A. Lipmann, United States
1954 John F. Enders, United States
Frederick C. Robbins, United States
Thomas H. Weller, United States
1955 A. Hugo T. Theorell, Sweden
1956 André F. Cournand, United States
Werner Forssmann, West Germany
Dickinson W. Richards, Jr. United States
1957 Daniel Bovet, Italy
1958 George W. Beadle, United States
Joshua Lederberg, United States
Edward L. Tatum, United States
1959 Arthur Kornberg, United States
Severo Ochoa, United States
1960 Sir Macfarlane Burnet, Australia
Peter B. Medawar, Great Britain
1961 Georg von Békésy, United States
1962 Francis H. C. Crick, Great Britain
James D. Watson, United States
Maurice H. F. Wilkins, Great Britain
1963 John C. Eccles, Australia
Alan L. Hodgkin, Great Britain
Andrew F. Huxley, Great Britain
1964 Konrad E. Bloch, United States
Feodor Lynen, West Germany
1965 François Jacob, France
André M. Lwoff, France
Jacques L. Monod, France
1966 Charles B. Huggins, United States
Francis P. Rous, United States

Physiology or medicine – continued

1967 Ragnar Granit, Sweden
Haldan K. Hartline, United States
George Wald, United States
1968 Robert W. Holley, United States
Har Gobind Khorana, United States
Marshall W. Nirenberg, United States
1969 Max Delbrück, United States
Alfred D. Hershey, United States
Salvador E. Luria, United States
1970 Julius Axelrod, United States
Sir Bernard Katz, Great Britain
Ulf von Euler, Sweden
1971 Earl W. Sutherland, Jr., United States
1972 Gerald M. Edelman, United States
Rodney R. Porter, Great Britain
1973 Konrad Lorenz, Austria
Nikolaas Tinbergen, Great Britain
Karl von Frisch, West Germany
1974 Albert Claude, Belgium
Christian de Duve, Belgium
George E. Palade, United States
1975 David Baltimore, United States
Renato Dulbecco, United States
Howard M. Temin, United States
1976 Baruch S. Blumberg, United States
D. Carleton Gajdusek, United States
1977 Roger C. L. Guillemin, United States
Andrew V. Schally, United States
Rosalyn S. Yalow, United States
1978 Werner Arber, Switzerland
Daniel Nathans, United States
Hamilton Smith, United States
1979 Allan M. Cormack, United States
Godfrey N. Hounsfield, Great Britain
1980 Baruj Benacerraf, United States
Jean Dausset, France
George D. Snell, United States
1981 David H. Hubel, United States
Roger W. Sperry, United States
Torsten N. Weisel, Sweden

Physics

Physics and chemistry medal

1901 Wilhelm C. Roentgen, Germany
1902 Hendrick A. Lorentz, Netherlands
Pieter Zeeman, Netherlands
1903 Antoine Henri Becquerel, France
Marie Curie, France
Pierre Curie, France
1904 John Strutt (Lord Rayleigh), Great Britain
1905 Philipp Lenard, Germany
1906 Sir Joseph Thomson, Great Britain
1907 Albert A. Michelson, United States
1908 Gabriel Lippmann, France
1909 Guglielmo Marconi, Italy
Karl Ferdinand Braun, Germany
1910 Johannes D. van der Waals, Netherlands
1911 Wilhelm Wien, Germany
1912 Nils Gustaf Dalén, Sweden
1913 Heike Kamerlingh-Onnes, Netherlands
1914 Max von Laue, Germany
1915 Sir William Bragg, Great Britain
William Lawrence Bragg, Great Britain
1916 No award
1917 Charles G. Barkla, Great Britain
1918 Max Planck, Germany
1919 Johannes Stark, Germany
1920 Charles É. Guillaume, France
1921 Albert Einstein, Germany
1922 Niels Bohr, Denmark
1923 Robert A. Millikan, United States
1924 Karl M. G. Siegbahn, Sweden
1925 James Franck, Germany
Gustav Hertz, Germany
1926 Jean B. Perrin, France
1927 Arthur H. Compton, United States
Charles T. R. Wilson, Great Britain

Physics – continued

1928 Sir Owen W. Richardson, Great Britain
1929 Prince Louis-Victor de Broglie, France
1930 Sir Chandrasekhara Raman, India
1931 No award
1932 Werner Heisenberg, Germany
1933 Erwin Schrödinger, Austria
Paul A. M. Dirac, Great Britain
1934 No award
1935 James Chadwick, Great Britain
1936 Carl D. Anderson, United States
Victor F. Hess, Austria
1937 Clinton J. Davisson, United States
George P. Thomson, Great Britain
1938 Enrico Fermi, Italy
1939 Ernest O. Lawrence, United States
1940 No award
1941 No award
1942 No award
1943 Otto Stern, United States
1944 Isidor Isaac Rabi, United States
1945 Wolfgang Pauli, Austria
1946 Percy Williams Bridgman, United States
1947 Sir Edward Appleton, Great Britain
1948 Patrick M. S. Blackett, Great Britain
1949 Hideki Yukawa, Japan
1950 Cecil F. Powell, Great Britain
1951 Sir John Cockcroft, Great Britain
Ernest T. S. Walton, Ireland
1952 Felix Bloch, United States
Edward M. Purcell, United States
1953 Frits Zernike, Netherlands
1954 Max Born, Great Britain
Walther Bothe, West Germany
1955 Willis E. Lamb, Jr., United States
Polykarp Kusch, United States
1956 John Bardeen, United States
Walter H. Brattain, United States
William B. Shockley, United States
1957 Tsung-Dao Lee, China
Chen Ning Yang, China
1958 Pavel A. Cherenkov, U.S.S.R.
Ilya M. Frank, U.S.S.R.
Igor Y. Tamm, U.S.S.R.
1959 Emilio G. Segrè, United States
Owen Chamberlain, United States
1960 Donald A. Glaser, United States
1961 Robert Hofstadter, United States
Rudolf L. Mössbauer, West Germany
1962 Lev D. Landau, U.S.S.R.
1963 Maria Goeppert-Mayer, United States
J. Hans D. Jensen, West Germany
Eugene P. Wigner, United States
1964 Nikolai G. Basov, U.S.S.R.
Aleksandr M. Prokhorov, U.S.S.R.
Charles H. Townes, United States
1965 Richard P. Feynman, United States
Julian S. Schwinger, United States
Sin-itiro Tomonaga, Japan
1966 Alfred Kastler, France
1967 Hans A. Bethe, United States
1968 Luis W. Alvarez, United States
1969 Murray Gell-Mann, United States
1970 Hannes Alfvén, Sweden
Louis Néel, France
1971 Dennis Gabor, Great Britain
1972 John Bardeen, United States
Leon N. Cooper, United States
John Robert Schrieffer, United States
1973 Leo Esaki, Japan
Ivar Giaever, United States
Brian D. Josephson, Great Britain
1974 Antony Hewish, Great Britain
Martin Ryle, Great Britain
1975 Aage N. Bohr, Denmark
Ben Mottelson, Denmark
James Rainwater, United States
1976 Burton Richter, United States
Samuel C. C. Ting, United States
1977 Philip W. Anderson, United States
Nevill F. Mott, Great Britain
John H. Van Vleck, United States
1978 Pyotr L. Kapitsa, U.S.S.R.
Arno A. Penzias, United States
Robert W. Wilson, United States
1979 Sheldon L. Glashow, United States
Abdus Salam, Pakistan
Steven Weinberg, United States
1980 James W. Cronin, United States
Val L. Fitch, United States
1981 Arthur Schawlow, United States
Nicholaas Bloembergen, United States
Kai Siegbahn, Sweden

PHOTOS FROM SWEDISH INFORMATION SERVICE

Little Rock's Chancellor Ross to Leave Post in June, Boards Agree

LITTLE ROCK, ARK.

The board of trustees of the University of Arkansas system and the board of visitors of the system's campus here reached an agreement last week under which G. Robert Ross, chancellor of the Little Rock campus, will leave office next June when his current contract expires.

The agreement completes an action initiated by James E. Martin, the system's president since last year, who in September asked Mr. Ross to submit his resignation. When Mr. Ross failed to do so, the system's trustees voted to fire him.

The Little Rock board of visitors, however, had won a court order to prevent the dismissal until a lawsuit filed by the visitors was resolved. Under the agreement reached last week, that lawsuit will be dropped.

Mr. Martin and Mr. Ross have refused to discuss the causes of the dispute between them. The agreement notes only that "the issues precipitating the current controversy were administrative differences between President and Chancellor, not a question of Dr. Ross's personal and professional integrity."

Under the terms of the agreement, Mr. Ross "may continue his association with the University System in an off-campus duty assignment for a period of one year at the present salary. The matter of Dr. Ross's tenure will be resolved within the administrative process that determines tenure."

The statement issued by the two boards also affirms the 1967 agreement under which Little Rock University, then a private institution, was merged with the University of Arkansas's campus at Fayetteville to form the nucleus of the state's university system.

A number of people here have been discussing seriously the possibility of cutting the 10,000-student campus out of the system and reorganizing it as an independent state university. A resolution asking the board of visitors to pursue that option was approved by the University Assembly, a legislature that includes faculty members, students, and staff members.

The assembly also passed several resolutions in support of Mr. Ross, who has become a popular figure on the campus during his nine years in office. The assembly's president, Rosalie Cheatham, an instructor in the foreign-languages department, read a statement to the brief joint meeting of the trustees and visitors at which the agreement was announced: "We reiterate that any compromise which does not result in the indefinite retention of Dr. Ross cannot be acceptable."

She said the chancellor had become a symbol for the institution. "If he is sacrificed, the faculty, students, and other administrators will infer that U.A.L.R. is to be relegated to the status of an inferior institution."

The campus here was covered with signs supporting Mr. Ross, including one in the elevator that trustees and visitors used to reach their meeting room. "System out!" one sign said. "U.A.L.R. support Dr. Ross," said another.

Following announcement of the agreement, the University Assembly voted to request that the trustees reconsider their move to dismiss Mr. Ross. But at a press conference Mr. Ross said this was "such a remote possibility that it's not even worth speaking about."

He also said, however, that he did not believe the talk of secession would end. "I think that will continue to be a public-policy issue and an issue for the board of visitors."

The board of visitors for the Little Rock campus is a holdover from its days as a private institution with its own trustees. In the 1967 merger agreement, the board was asked to advise the system trustees on matters of concern to the campus here.

However, Mr. Martin and the trustees apparently neglected to consult the visitors before attempting to dismiss Mr. Ross. The visitors' lawsuit charged that the trustees had demonstrated a lack of good faith by not complying with the terms of the merger agreement.

The trustees also promised last week to review complaints voiced by the visitors about:

- The right of members of the board of visitors to participate in the solicitation of appropriations from the state legislature.
- Participation by members of the board of visitors in the hiring of Mr. Ross's successor.
- A shortage of dormitories on the campus here.
- Whether the Little Rock campus has been allowed "an equal and equitable claim" on state resources, some of which are funneled through the system.

—LAWRENCE BIEMILLER

Better Job Market Expected for Many College Graduates

BETHLEHEM, PA.

Despite recent fluctuations in the country's economy, many college graduates can look forward to increasing employment opportunities this year, especially in the technical fields, according to a report released here last week by the College Placement Council.

Private employers expect to hire more graduates in almost all areas, said the report, although those in the public sector anticipate an increase only in engineering fields. Federal agencies expect to cut back on the number of graduates they hire for entry-level positions because of employment limitations imposed last January by the Reagan Administration.

According to the council, which surveyed 551 companies, employers are optimistic about the economic outlook, reflecting "confidence in the economy and its ability to recover."

More than 60 per cent of the companies forecast improved economic conditions for the first half of 1982. About 25 per cent said they expected conditions to remain stable, while only 4 per cent predicted an economic decline. The remaining 8 per cent said they were uncertain about the future.

According to the report, employers expect to hire 12 per cent more engineers with bachelor's degrees, 32 per cent more with master's degrees, and 37 per cent more with doctorates this year than last. In part because they anticipate "keen competition" for engineers, companies expect to employ more college graduates from other technical fields during 1981-82 than they did last year, the report said.

Companies will be looking for 23 per cent more graduates with bachelor's degrees in science, mathematics, and other technical areas, as well as 29 per cent more with master's degrees and 32 per cent more with doctorates.

The council said business graduates with bachelor's degrees could expect a 13-per-cent increase in job opportunities, while those with master's could look forward to a 15-per-cent increase.

Graduates with degrees in nontechnical fields, such as the liberal arts, can expect a 5-per-cent increase in job opportunities, down from an 8-per-cent increase last year.

Several "large volume" employers are predicting expanded job opportunities for college graduates again this year. Manufacturers of chemicals, drugs, and allied products anticipate a 22-per-cent increase in the number of graduates they will hire. Public utilities are predicting a 17-per-cent rise.

The College Placement Council's semiannual study of the employment outlook for college graduates is based on a survey of business and industrial companies, federal agencies, and nonprofit and educational institutions.

—BEVERLY T. WATKINS

Pay Called Top Need

NEW YORK

Raising faculty salaries is the leading reason that institutions of higher education need gifts from corporations, a survey of more than 1,000 colleges and university presidents has found.

Sixty-five per cent of the presidents responding to a survey by the Council for Financial Aid to Education ranked faculty salaries as the first, second, or third most critical area in need of additional support from corporations to sustain academic quality in the 1980's.

Faculty salaries were not considered as important in 1976, when a similar survey of 750 college administrators and faculty members put student aid at the top of the list of needs. At that time, faculty salaries were ranked fourth, below gifts for endowment and building projects.

The results of the more recent survey indicated that corporate support for faculty salaries was more important to smaller colleges than to large universities.

At institutions with fewer than 800 students, 81 per cent of the presidents ranked faculty salaries among the top three needs, compared with 46 per cent at institutions with enrollments of 10,000 or more.

Presidents of public colleges and universities ranked the need for corporate gifts for faculty salaries below the need to support academic programs and to acquire equipment for classrooms and laboratories. They ranked faculty salaries third and student aid fourth.

Presidents of private colleges and universities ranked faculty salaries first, student aid second, academic programs third, and library resources fourth.

The 1981 survey showed the following priority rankings, according to the percentage of presidents rating each need in first, second, or third place:

Faculty salaries	65.0%
Student aid	56.7%
Academic programs	42.6%
Library resources	27.6%
Laboratory and teaching equipment	26.0%
Maintenance of buildings and equipment	22.9%
Modernization of buildings	18.1%
New buildings	17.1%
Computer facilities	14.6%
Basic-research grants	5.9%

—JACK MAGARRELL

Selling your college is not enough.

If you have concerns about your admissions picture and think the answer may be a more aggressive sales effort, you may be only partially correct. Attracting students is not enough; students should choose your college because of real strengths that are communicated effectively through a well-tailored system of publications. When students choose your institution because of "catchy" graphics or "hard sell" tactics rather than for what you offer, your problem becomes magnified: disillusioned students, high attrition, and a deteriorating climate for recruitment. Problems like these take years to correct.

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